University of Minnesota Class of '39 Symposium:

How Can We Help Our University? What's the Problem?

UNIVERSITY OF MINNESOTA CLASS OF '39 SYMPOSIUM:

HOW CAN WE HELP OUR UNIVERSITY? WHAT'S THE PROBLEM?

Held on

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at the

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PREFACE

In June of 1988 a committee representing the University's Class of 1939 began planning the class' fiftieth reunion. On the day of its first meeting the planning committee was stunned by news reports that many graduates were resigning from the Alumni Association over resentment and frustration caused by recent developments at the University.

President Kenneth Keller had resigned, Athletic Director Paul Giel had been dismissed, the director of a student aid fund had fled the country, and there was continuing controversy over the implementation of President Keller's plan to refocus the University's resources in order to achieve greater quality in its operation.

It was clear to the planning committee as it began its deliberations that however disturbing the University's problems may be, to withdraw from involvement, as some alumni were doing, would certainly not help the situation. What was needed, the committee quickly decided, was a constructive effort that would help the University rather than punish it.

Out of the committee's first meeting came plans for a series of four symposia under the general topic, "How Can We Help Our University?" with the first session scheduled for Saturday, November 12, 1988, to which would be invited authoritative speakers to address the subject, "What's the Problem?"

The papers presented at the first symposium were of such high quality and of such general interest the Center for Urban and Regional Affairs chose to publish them. This publication is the result.

The speakers were faithful to the Class of '39 request that they address the forces affecting the University in a fashion that would help everyone understand better why this venerable institution, after more than a century of outstanding service, was now facing critical problems.

John Borchert traced the demographic changes that were forcing a fundamental reexamination of the University's missions. Phil Raup followed with a forceful argument that however the missions might be changed, the University remain true to its land grant heritage. John Turner provided compelling evidence of how recent University growth has overwhelmed the classroom teacher. James Nobles, who at the direction of the state legislature had analyzed the University's administrative problems, shared his views on the complexity of the institution's operations. Josie Johnson appealed for a better formulated and more sustained response to the problems of minorities, women, and those we define as nontraditional students.

The challenges looked insurmountable by lunchtime and not much better after the chicken a la king. Then, former Governor Elmer Andersen provided a balancing inspirational note. He reminded us of the vision that has guided the University through good times and bad and how, in perspective, the problems of 1988 should be seen as relatively minor. What we need, he said, is to address them and get on with helping the University maintain its quality and high rank.

Our Class of '39 shares the spirit articulated by Governor Andersen. We began our University experience in the depths of the Great Depression and at a time when World War II was imminent. So we know something of adversity in outlook; yet we remained optimistic and confident that through better education we would build a better world.

We hope our symposia will help strengthen that spirit and that they will be a constructive contribution to the ongoing effort to make the University an ever better institution.

Arthur E. Naftalin
Class of '39
Professor Emeritus, Hubert H. Humphrey
Institute of Public Affairs

THE CHANGING CONTEXT OF THE UNIVERSITY

by John R. Borchert, Regents Professor
Department of Geography, University of Minnesota

We have seen dramatic, almost incomprehensible changes in the environment of this University in the lifetimes of members of the class of 1939. We have experienced the unending avalanche of direct and indirect effects of automobiles, trucks, tractors, airlines, electronic communication, and jet propulsion on the human population, settlements, and work of the world. Let me take just a few examples:

In 1920 the University of Minnesota stood at the center of a Twin Cities metropolitan area that was home to 660,000 people. The built-up area and subdivided fringes covered 160 square miles (Figure 1). Farming countryside began beyond walking distance from the ends of the streetcar lines within the city limits of Minneapolis and St. Paul, on the edges of the close-in street car suburbs of Robbinsdale, Columbia Heights, South St. Paul, or Hopkins, or around a handful of small settlements on the shores of Minnetonka and White Bear lakes. By 1980 surrounding farmland had been subdivided into half a million suburban lots along 3,000 miles of new streets and roads (Figure 2). The built-up area had grown to nearly 1,000 square miles; the metropolitan population had passed two million; the daily commuting area covered 10,000 square miles. The place had absorbed half the twentieth century out-migration from the entire Upper Midwest region.

In 1920 that Upper Midwest region had just completed its epoch of pioneer growth and building (Figure 3). The region had taken shape along the rail lines that radiated from the Twin Cities to the forests, mines, and ports of the Lake Superior district, to the northern corn belt, and westward to Montana and the Pacific Northwest. The familiar pattern of the region's farming areas, towns and cities, and transportation routes had finally been put into place. Growing rail access to the nation's markets had rapidly increased the income from commercial farming. Urban population had just begun to grow more quickly than farm population as the commercial and industrial superstructure expanded on its base of agricultural trade (Figure 4). But since 1920, the change has been spectacular. Tractors and accompanying capital intensification have brought a doubling or tripling of farm income per square mile at the same time that the farm labor force has dropped by two-thirds. Every lost farm job was replaced by two new urban jobs. While farm population in the region dropped from more than two million to scarcely more than one-half million, income per farm grew six-fold in constant dollars, and non-farm population grew from under three million to more than seven million.

Two forces made possible the explosive increase in jobs and wealth in the cities. One was the dramatic concentration of urban population in the larger cities, creating market opportunities for new types and scales of business and services that had never before been possible outside the Twin Cities. Those services, of course, included higher education. Another force was the expansion of local and regional business and industry into national and global markets. For example, take the three largest Twin Cities bank holding companies (Figure 5). Their banking operations in the 1980s were still concentrated in the area from Wisconsin to Montana and southward into Nebraska and Iowa, reflecting their roots in the historic Upper Midwest market region. But their other financial services operated in every part of the United States. Plants and offices of Minnesota's largest manufacturing firms were located in all of the major industrialized regions and many developing countries of the world in

the early 1980s (Figure 6). A car rental organization that began in the 1950s in Minneapolis now has a world-wide system of agencies tied together by a computerized communication network focused in Edina (Figure 7). We could add hundreds of cases.

One result of these revolutionary changes has been to make many more languages and cultures a part of our environment. The Upper Midwest has changed from a region in a more segmented world to a neighborhood in a more integrated world. The change is reflected in where the Twin Cities makes its living (Figure 8). In the mid-1920s, I estimate, we earned 55 percent of our basic income from business with the rest of the Upper Midwest, the remaining 45 percent from business with the rest of the United States, outside the Upper Midwest, and the rest of the world. By the mid-1970s that had changed to 35 percent from the Upper Midwest, 65 percent from the rest of the world. Today the ratio is probably nearer 30 percent regional/70 percent national and global. To be sure, the absolute value of our income based on trade with the region is still very important; it tripled during the half-century.

While the scale and complexity of the University's environment increased profoundly, there have been equally great changes in other ways. There is far more instability and uncertainty, much more specialization, and much more fragmentation of activities in the communities of which the University is a part. Think of the history of the state as a demographic stream, flowing through time—a turbulent mixing zone of continuous, simultaneous inflows and outflows (Figure 9). Between 1950 and 1980 the population grew from almost three million to a little more than four million. But while the net growth was 1.1 million, 6.1 million moved in, moved out, were born, or died. Rather than a stable settlement, the place looks statistically more like a camp. Furthermore, the stream of immigrants has become more diverse. In 1920 not only business but also family ties linked the metropolis, small towns, and countryside; linked farmers, rural, and city business people. The region had developed as a community, based not only on business ties but also on the Twin Cities-centered migration network. By the 1980s the dominant migration streams came from the eastern and southwestern United States. They were more urban and more heterogeneous culturally. There was more social disorganization; more newcomers not in families, more families with a single parent.

A current of continuity runs down the middle of this turbulent demographic stream. Somehow, amid all the coming and going, a significant number of people develop the memories, understanding, and commitment necessary to hold the place together. That thread of continuity depends, in part, on lifelong commitments of some individuals. But it depends, ultimately, on the ongoing process of community formation and re-formation. Both natives and newcomers are inducted continuously, and people of all ages and backgrounds teach and learn from one another. Institutions and individuals keep the place organized, building, adapting, rebuilding from the past through the present into the future.

The University serves two vital functions within this turbulent, changing environment. First, it is a center devoted to the description and understanding of these changes—their origins, the outlook for the future, in those many fundamental dimensions that we use to conceptualize, measure, and order our knowledge. Second, the University is one of the institutions that helps to provide continuity from the past to the future—to help to give the community its capacity for tolerance, intelligent adjustment to change, and intelligent preparation for the future.

But, as it works to describe and understand the environment, the University has these same problems of increasing scale, complexity, specialization, and fragmentation. While the Twin Cities and the state were transformed in our time, the student body, student activities, and research have grown exponentially (Figure 10). The student body comes from a multitude of more varied goals and backgrounds, earns degrees that reflect a plethora of emerging interests and demands. The research dollars reflect a multitude of unfolding questions and emerging clients. Thousands of sub-specialties within the University are linked to thousands of disparate centers of interest and centers of action in the wider society as much or more than they are linked to one

another. Research, the hospitals, and other sources of income have outstripped state appropriations (Figure 11). The institution has grown dramatically as an employer, a direct contributor to the local economy; and civil service jobs have far outgrown teaching as research and other sources of income have grown (Figure 12). And, of course, administration has grown apace. Folwell described Pillsbury's practice, in the years of his regency from 1863 to 1901: he "...examined all accounts, scrutinized every payroll, and watched for possible overdrafts on appropriations."* Contrast that with the table of organization in Figure 13 that reaches down only to the level of deans, and with the second chart (Figure 14) that further details the organization under just one of the presidential staff vice presidents (for finance and operations).

Hundreds of lines of administrative and management units today intersect hundreds of columns of committees appointed to respond to problems which cut across both lines of administration and academic disciplines. The result is a matrix of tens of thousands of potential meetings, reports, and memoranda to meet the real or implied communication requirements of the institution—both internal and external. The institution reflects its environment—larger, more complex, more pluralistic than ever before.

Yet, there must be a structure to facilitate and discipline all of this activity. Without meaning to prescribe, let me suggest certain properties which surely that structure must have: clear comprehensible form; clear, comprehensible purpose; and continuity of form and purpose—evolving, adapting, yet consistently identifiable in its past, present, and future. I think many or most of our very large organizations—both public and private—are desperate for that kind of structure, purpose, adaptability, and continuity. These organizations—including the University—are strands in the thread of continuity in their turbulent communities. If they lose their coherence and structure, and they are not replaced, the communities themselves will be lost.

* William Watts Folwell, History of Minnesota (St. Paul: Minnesota Historical Society, 1930), Vol. III, pp. 266-267.

NOTE: Figures 1 through 9 are taken from figures and data in John R. Borchert, *America's Northern Heartland* (Minneapolis: University of Minnesota Press, 1987), pp. 153, 154, 52, 46, 209, 196, 208, 66 and 91, and 98. The figures are reprinted here with the permission of the University of Minnesota Press. Figures 10 through 14 were compiled with the assistance of John Gilkeson, Center for Urban and Regional Affairs, University of Minnesota, from data provided by the University's Office of Management Planning and Information Services.

Figure 1. LAND USE IN THE TWIN CITIES, 1920

Figure 2. LAND USE IN THE TWIN CITIES, 1980

Figure 3. THE 1920 MAP

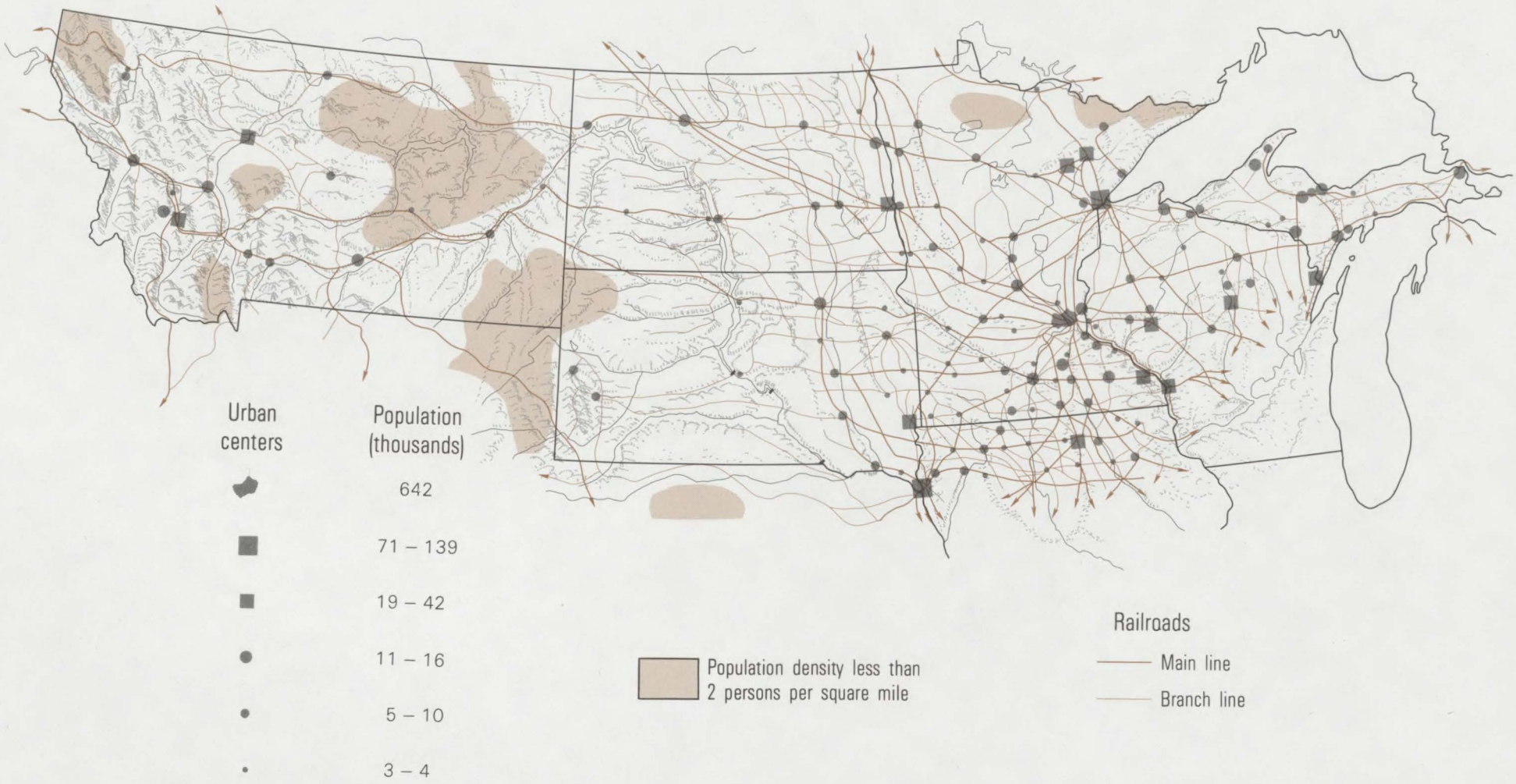


Figure 4. CHANGES IN FARM AND NONFARM POPULATIONS, 1890-1980

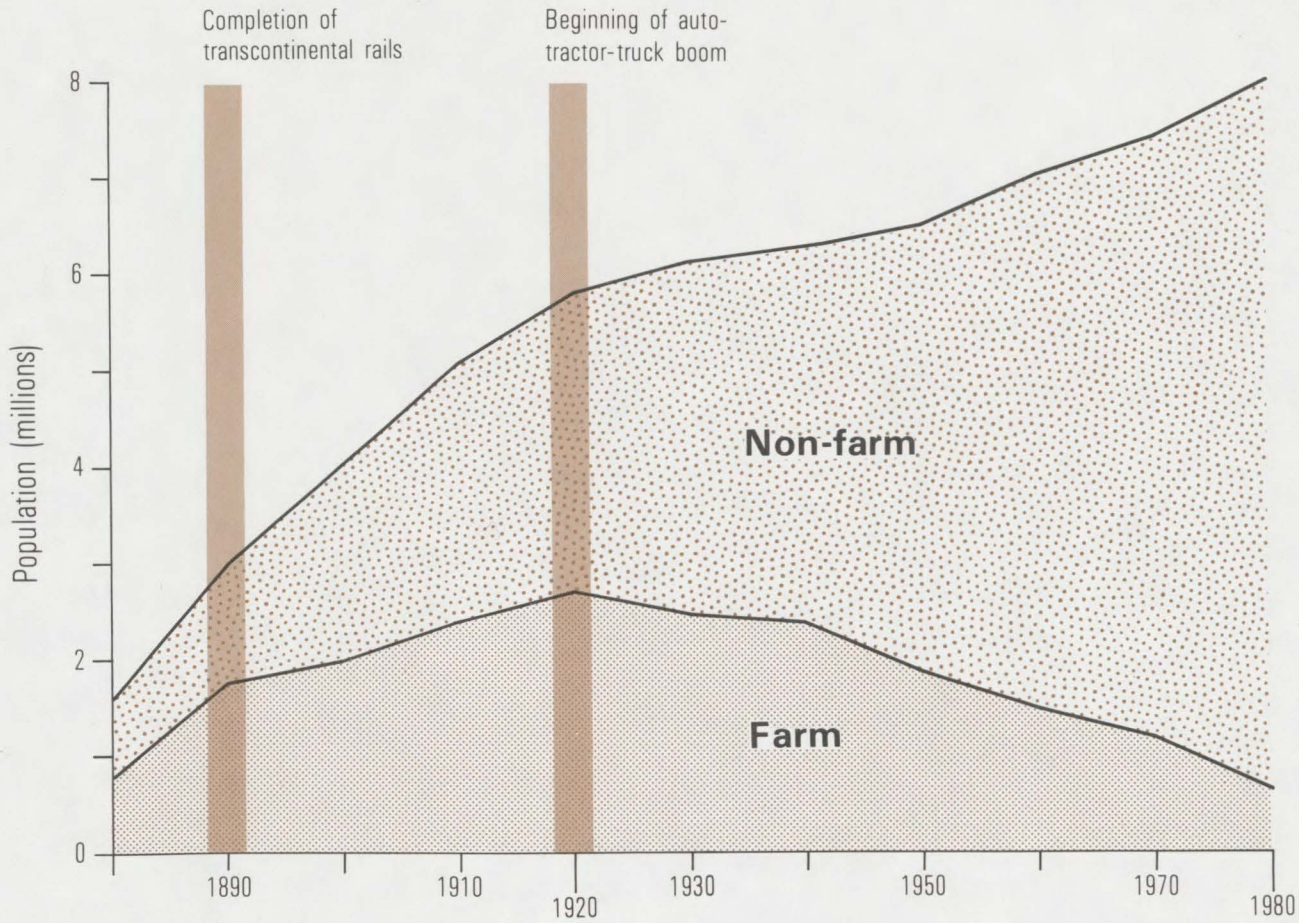


Figure 5. THE REALM OF THREE MAJOR BANK HOLDING COMPANIES HEADQUARTERED IN THE TWIN CITIES (First Bank System, Norwest Corporation, and Bremer Financial Corporation), 1984

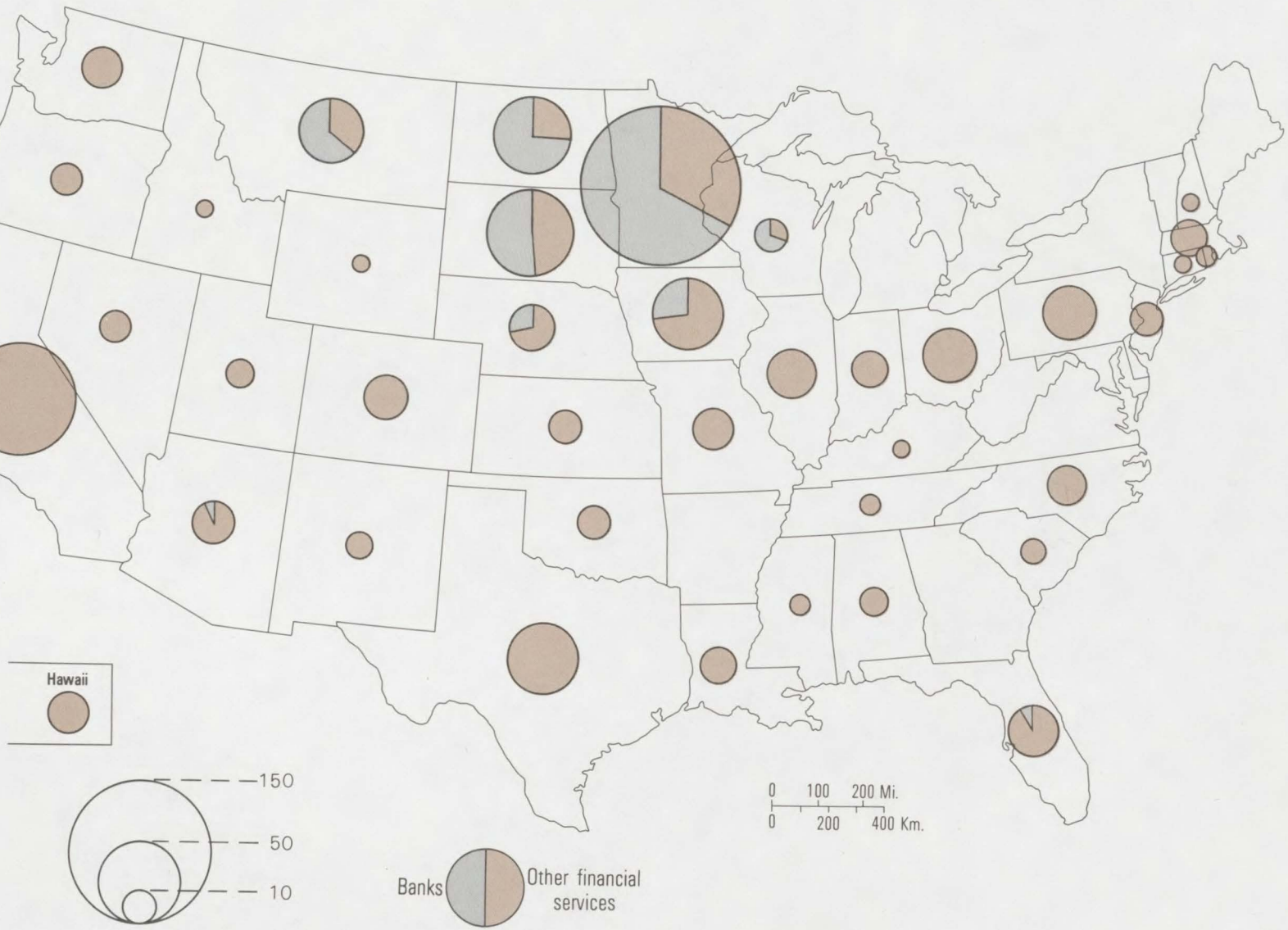


Figure 6. WORLDWIDE LOCATIONS OF MAJOR UPPER MIDWEST MANUFACTURERS (3M, Honeywell, General Mills, and Pillsbury), 1984

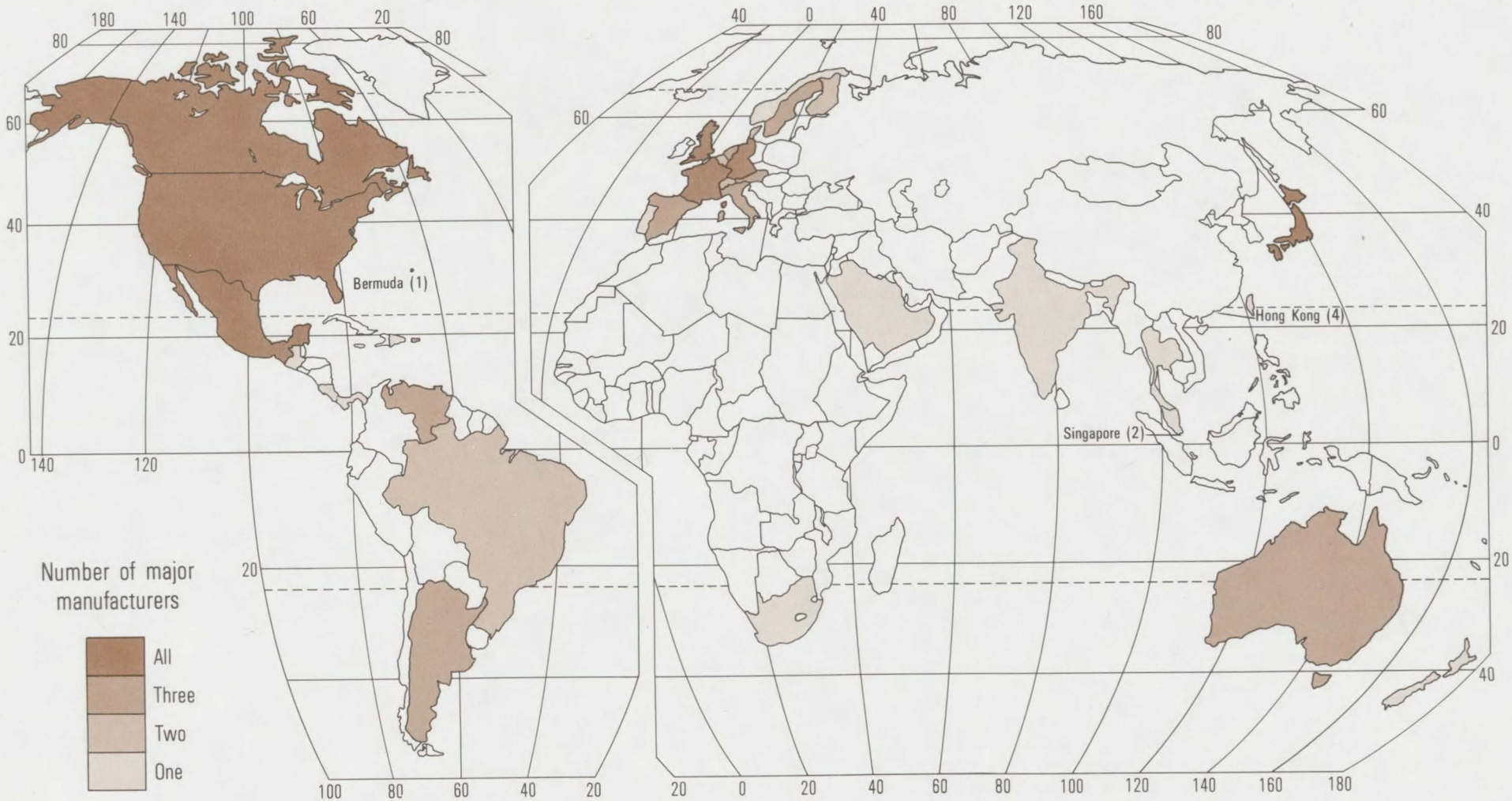


Figure 7. THE UPPER MIDWEST'S LEADING CAR RENTAL ORGANIZATION (National Car Rental), 1983
(expansion from one agency in Minneapolis in the1950s)

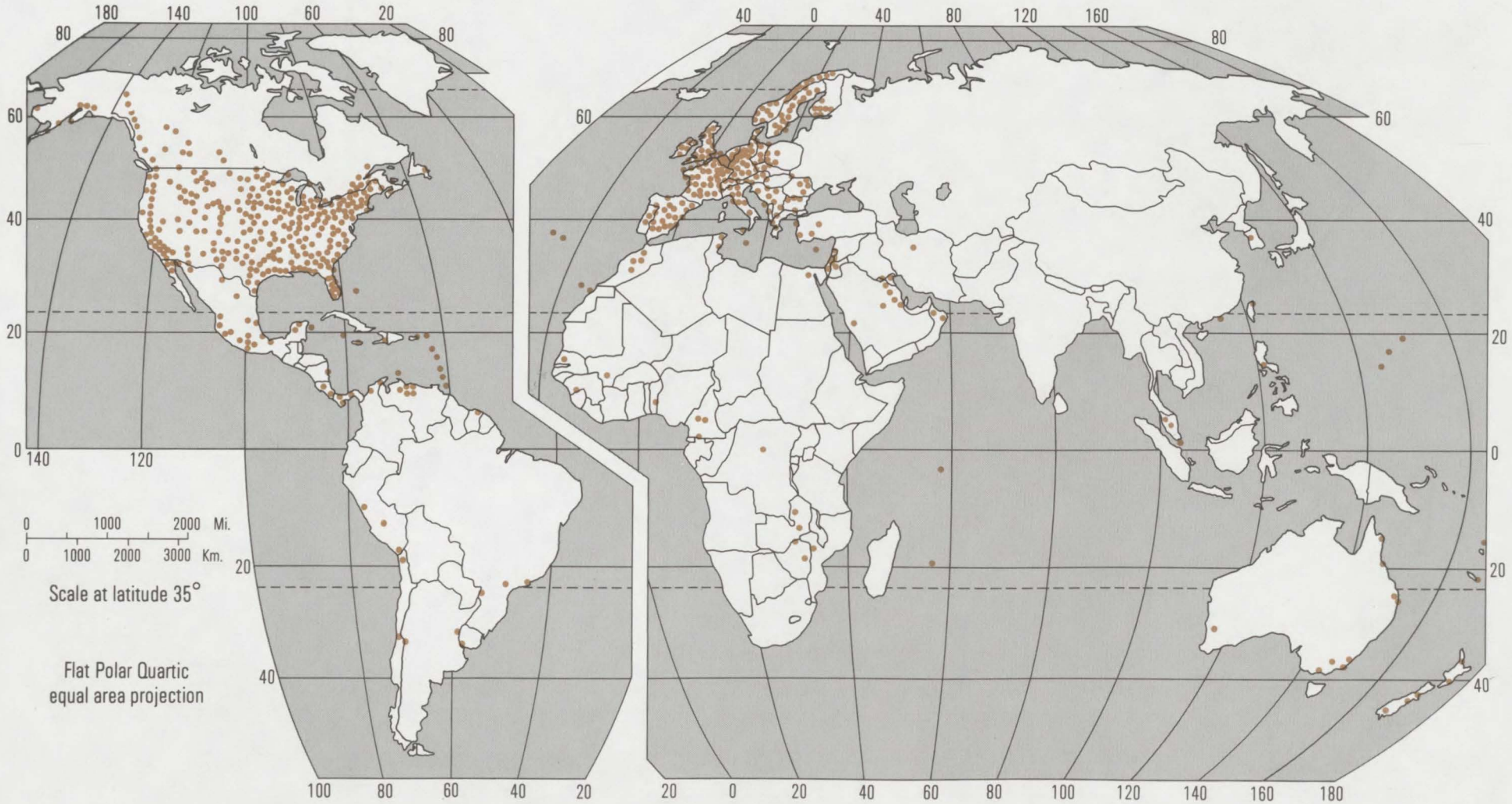


Figure 8. CHANGE IN GEOGRAPHICAL BASE OF TWIN CITIES INCOME

	1924	1975
Percentage of total:		
Rest of Upper Midwest	55	35
Outside Upper Midwest	45	65
Billions of 1975 dollars:		
Rest of Upper Midwest	1.7	4.4
Outside Upper Midwest	1.3	8.6

Figure 9. THE DEMOGRAPHIC STREAM, 1950-1980

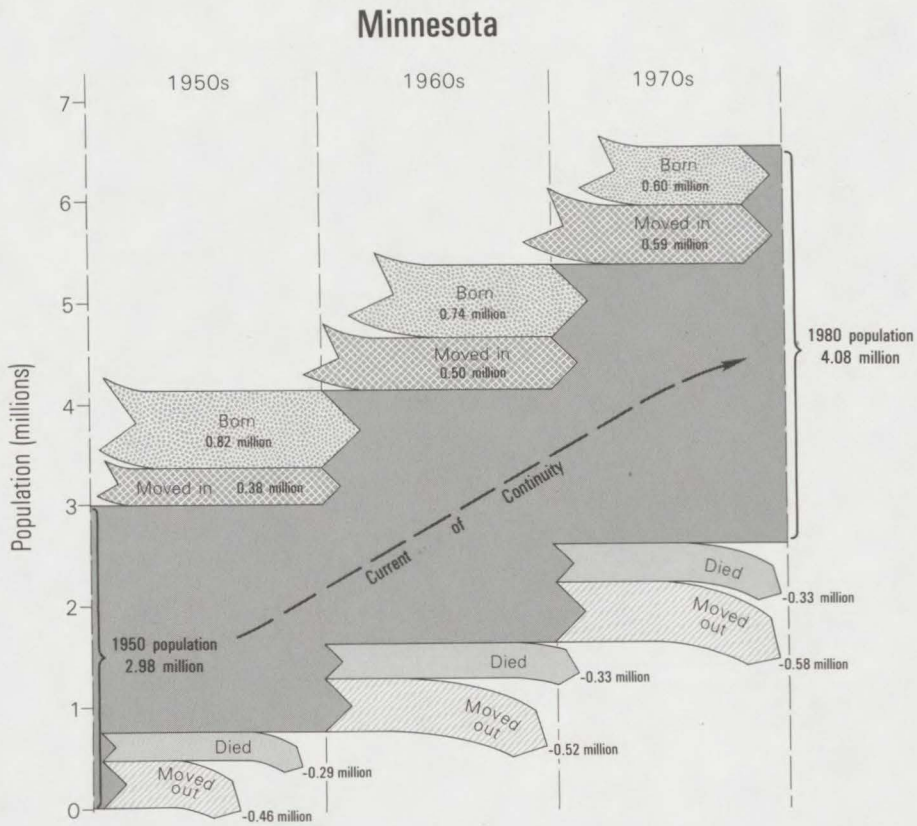


Figure 10. GROWTH OF THE UNIVERSITY

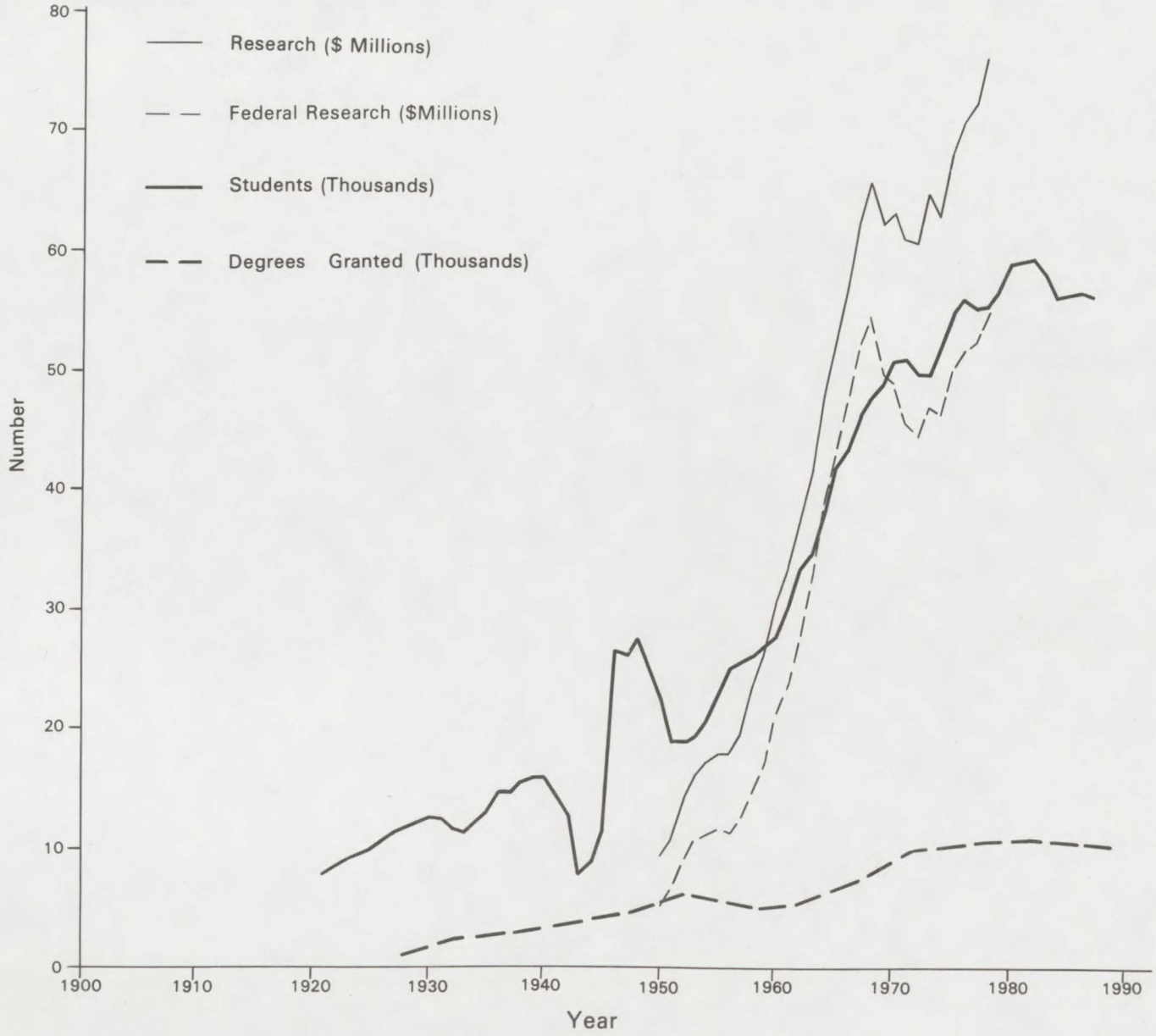


Figure 11. GROWTH OF UNIVERSITY INCOME

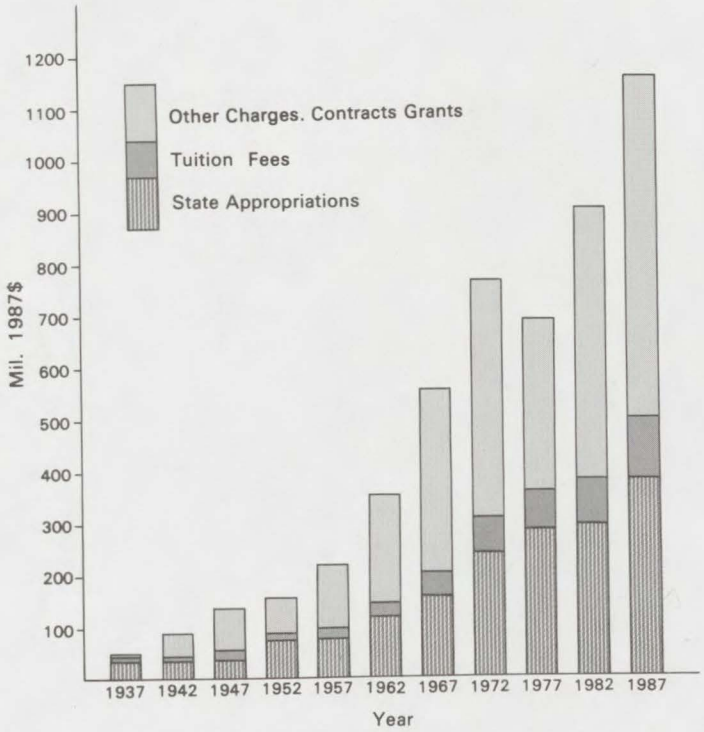


Figure 12. GROWTH OF THE UNIVERSITY

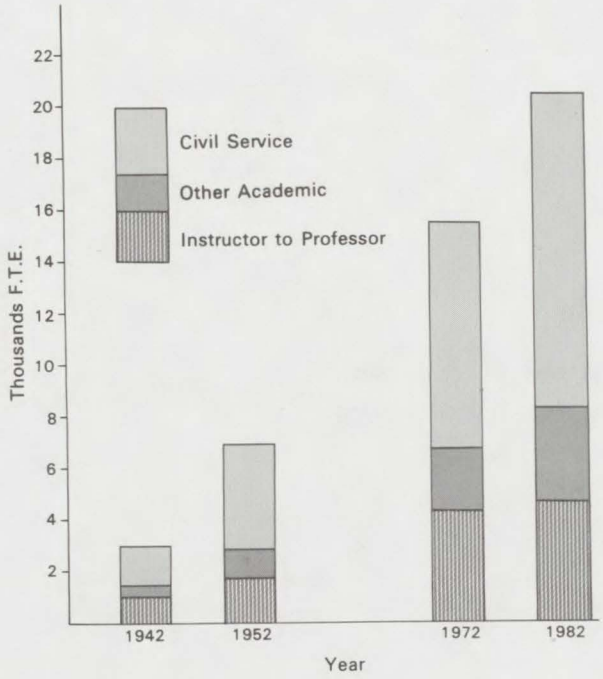


Figure 13. FUNCTIONAL ORGANIZATION CHART FOR THE UNIVERSITY OF MINNESOTA

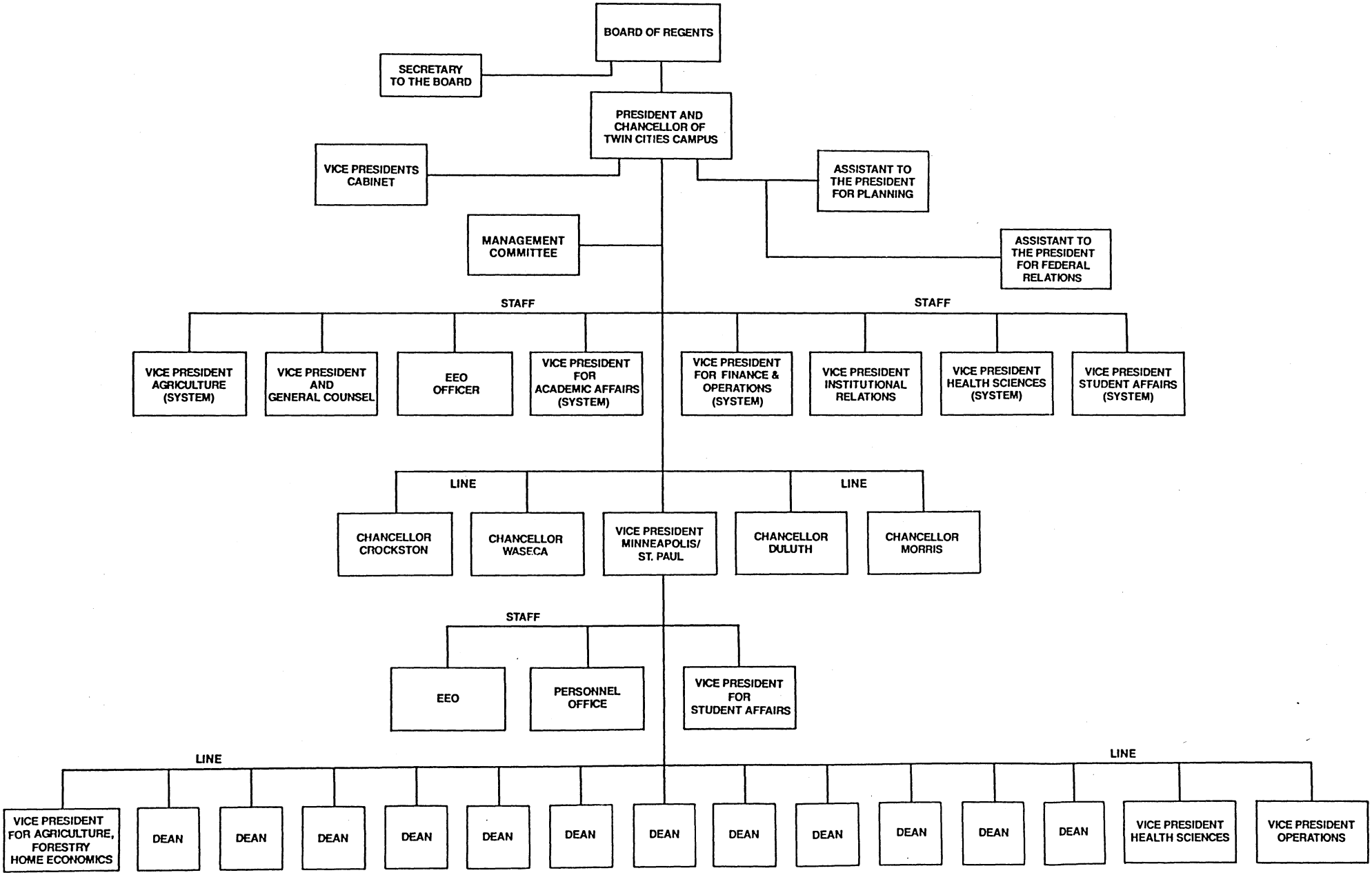
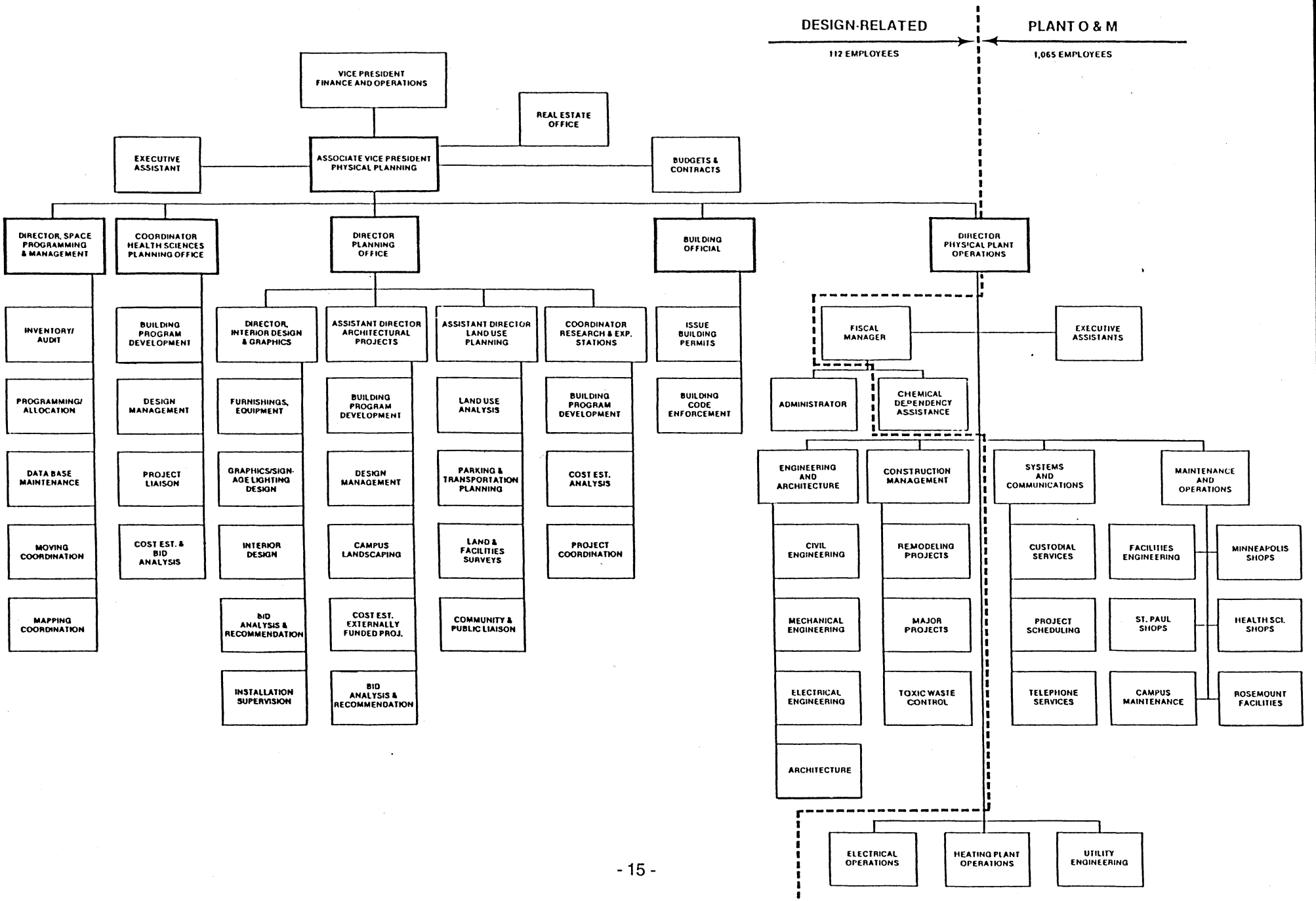


Figure 14. ORGANIZATION OF PHYSICAL PLANNING AND PHYSICAL PLANT OPERATIONS, UNIVERSITY OF MINNESOTA, FALL 1985



A PROFILE OF THE UNIVERSITY OF MINNESOTA—WHAT IT IS AND WHAT IT IS NOT

by Philip M. Raup, Professor Emeritus
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The purpose of this paper is to outline some key aspects of the University of Minnesota, and to trace their evolution over the past half century. Its tone is descriptive, not prescriptive. This is tempered by a realization that selection of items to describe reflects value judgments that contain implications for prescriptive or corrective action. It is also tempered by recognition that this particular ivory tower is no tower, but a castle with many turrets, and no one of us is positioned to know them all. The result will inevitably be a partial view.

What the University of Minnesota is, and what it isn't, is clearly a result of its environment. It is a public university, not a private one. It is a land-grant university, with all that is implied in that designation. It was nurtured in a raw and frontier economy that was built on the transformation of natural resources in farms, forests, and mines. It has become a city university situated in an urban complex of over two million people, serving a trade territory with an area larger than France. It is a people's university which, in the words of James Gray, its Centennial historian, "never has had a conviction of cultural superiority with an accent to prove it, or of intellectual uniquity with a manner to prove it, or of moral immaculateness which has only to be admitted and need not be proved at all."*

James Gray wrote this in 1951. Since that date, one of the dimensions in which the University of Minnesota has developed has given it a near-unique status among American institutions of higher education. It is the only land grant university with its agricultural roots still viable that is located in a cohesive metropolitan region of over two million people. The University of California at Berkeley could challenge this statement, but its functions as a land grant institution have been so reduced by transfers to other units of the California system that the Berkeley campus is not really comparable. The only other possible challenger is Ohio State University, but here the population within the student commuting radius of its campus is only about one-half the size of that surrounding the University of Minnesota. Rutgers in New Jersey and the University of Maryland share some metropolitan locational features with the University of Minnesota, but their support bases in agriculture and forestry are sharply restricted, are declining, and play a minor role in the economies of their metropolitan regions.

The sheer size of its metropolitan home base has been the dominant force in shaping the University of Minnesota in the past half-century. This is reflected in the composition of the student body, the orientation of the faculty, and the focus of the curriculum. It is now a big-city university. The welding of a land-grant university tradition, with its rural overtones, onto a major urban center has created opportunities for the University of Minnesota on a scale unknown at most other land-grant institutions, but it has also created some acute problems.

Perhaps the most pervasive way in which this affects the University is through the size of the metropolitan labor market. The existence of jobs in wide variety presents a daily reminder to students of the real cost of higher education—the opportunity cost of employment foregone in order to remain in school. A university in a

* James Gray, *The University of Minnesota, 1851-1951* (Minneapolis: University of Minnesota Press, 1951) p. 9.

smaller city does not present this constant temptation to drop out of school and seek employment. Neither does it offer as wide an opportunity to combine a paying job with college attendance.

As a consequence, the University has a high (some would say, too high) proportion of its students who work while pursuing a college degree. This lengthens the time it takes to complete a degree, and affects choices of courses, major fields of study, and careers. It also increases the drop-out rate. The disappointed or discouraged student is presented with a daily temptation to quit and take a job.

One result has been to monetize the curriculum. The advantages of education have always been evaluated in terms of the opening of career doors, the enhancement of earning power, and the achievement of status. In a big-city university the valuation of these goals inevitably assumes a monetary dimension. This introduces a short-run perspective, with all of the defects that a market price for skills and labor imply. The value of a broad, general education is down-graded in comparison with the more easily calculable value of an education focused on specific skills and professional degrees. The College of Liberal Arts, for example, is forced to exert extra effort to secure the funds and support needed to maintain its position in competition with professional schools by teaching more readily saleable skills.

The size of the metropolitan labor market also exerts a similar effect on the faculty. Like the students, they are constantly reminded of the high opportunity cost of a dedication to teaching. This influence is most direct in the professional schools, especially in management, law, medicine, and engineering, but its effect is pervasive throughout the faculty. It has been difficult and expensive, for example, to retain high quality instructors for real estate finance or accountancy in the School of Management, for tax law in the Law School, or for applied fields of engineering in the Institute of Technology. The result is an escalation of the monetary cost of maintaining a desired level of excellence in teaching, and a bloated expenditure of time and money in recruiting.

The data to illustrate this higher cost of maintaining a big-city university are not available. Those members of the staff and faculty whose experience reaches back to the l950s can testify to the enormous increase over the past three decades in faculty time spent in recruiting and screening candidates for staff and faculty positions. No records are kept of the time costs of these recruitment efforts, and any attempt at estimation can only be a guess. In most departments it is not unreasonable to speculate that the effective time available to faculty for teaching and research has been reduced by 10 to 20 percent by the encroachment of recruitment efforts in the past thirty years.

The forces leading to higher student drop-out rates and escalating costs of faculty recruitment are not unique to the University of Minnesota, but they are especially strong here. In virtually all universities and colleges the costs of recruitment have been driven sharply upward by the efforts to implement equal opportunity employment policies. Educational institutions have been viewed by all special interest or minority groups as a first target in efforts to insure non-discrimination. This is clearly appropriate, but it makes social-change agents out of universities, and adds greatly to the costs of education.

This symbolic use of universities to perform the cutting edge of social change is also apparent in the rising cost of support services and maintenance of the physical plant. Universities are increasingly being regarded as bell-weather employers, with pay scales and staffing norms that edge toward the upper range of wages, salaries, and benefits in their respective communities. This has been especially true at the University of Minnesota. There can be little doubt that a part of the reason for public shock at the cost of renovating the home of the University president at Eastcliff was due to the high charges made by the Physical Plant Operations department for services priced at essentially piece-work wage rates, which were near the upper bound of wage scales prevailing in the Twin Cities.

One consequence of regarding universities as chosen instruments for social change has been to load a growing percentage of these costs onto current student bodies through rising tuition charges. Currently, in Minnesota student tuition is expected by the

legislature to cover one-third of educational costs. But what are the proper costs of the educational mission of the University that should be included in computing this percentage? The trends in recent decades have apparently led to increases in the costs of administration and physical plant operation that have risen faster than instructional costs. In this sense, student tuition dollars are buying a larger share of overhead, and a reduced share of instruction, when compared with the purchasing power of a tuition dollar twenty or thirty years ago.

The transformation of the University of Minnesota into a big-city university is manifest in other less tangible ways. One of the most significant is the gradual erosion of the sense of community that has historically identified the University. There are few occasions now that bring faculty and students together for shared experiences. The social and cultural richness of the Twin Cities draws both students and faculty away from University events, and results in the fragmentation of support groups.

This has been dramatized in recent months by the expressions of concern over the decision by the Board of Regents to begin the dismantling of Memorial Stadium. The overt focus of protest has been the structure itself, and its status as a World War I memorial. The more fundamental root of these concerns has been the feeling that one of the most prominent symbols of the University as community is being abandoned. This erosion of identifying symbols has been one of the most significant costs of maintaining the University of Minnesota in a metropolitan setting.

This recital has traced some of the distinguishing characteristics of the University of Minnesota. A better balanced view can be achieved by examining the dimensions that do not identify it. Return to the fact that it is a publicly supported land grant university. It is not Harvard. It is not Yale, or MIT, or Princeton, or Columbia, or Stanford, or Chicago. The major reason why these are inappropriate models is found in the way the University of Minnesota is financed. If the revenue-producing units (most prominently, the University Hospital) are subtracted from the total income of the University and all its units, then appropriations by the state legislature still provide just under one-half of the total budget, and an overwhelmingly higher percentage of the instructional budget.

This university has been generously supported by the people of the state, and by its students. It does not rely primarily on fees for service, i.e., on tuition, nor on grants and gifts from grateful graduates. In a fundamental sense it is owned by the people of Minnesota and supported by them. It merits this support because it serves them. Even those who have not attended the University, and do not have children who did, can and do still identify with it.

In the field of natural resource economics the past two decades have seen the growth of a method of analysis that uses the concept of "option demand." From this viewpoint, it can be argued that many people value public institutions like parks or recreational areas, even though they never use them. They like to know they are there, and that their option to use them is open if they want to exercise it. In this sense, the option demand for the University of Minnesota has been high, as measured by the willingness of an elected legislature to vote funds for its support.

It follows that the primary function of leadership at the University is to maintain the strength of its support base in the state, as expressed through its legislature. Grants and gifts can supplement appropriated funds, but the hard core of the University's financial base is taxpayer money. The justification for continued taxpayer support rests with the perception of how well the University is meeting taxpayer expectations. There is continual danger that this truth may be forgotten.

Evidence that it has been misjudged can be read out of tentative proposals over the past year to close the School of Dentistry and wind down the College of Veterinary Medicine. The fact that these proposals were seriously considered reflected a fundamental misunderstanding of the nature of the University's financial structure. Funds for these two units (and others also considered for dismantling) were assumed to be fungible. If more money was needed for high priority units of the University, it could be obtained by closing down units of lower priority and transferring the funds.

This assumption of movable funds betrays a misunderstanding of how the University grew, and from where it obtains its support. It is reminiscent of recent trends in the business world toward mergers, consolidations, and the stripping off of ancillary enterprises in order to focus enterprise management more sharply on higher profit functions.

This provides a basis for additional emphasis on what the University is not. It is not a business, although its revenues group it with the larger commercial enterprises in the Twin Cities area. Its success indicators are not as sharply focused as are operating profits or rates of return on investment in a private business. It is a service enterprise, and success is measured primarily in intangible results. It will benefit from observance of tested business principles in accounting for receipts and expenditures, and in the management of investments, but there is no "bottom line," in the jargon of conventional business analysis. Parallels between private sector business management and public sector University administration can be dangerously misleading.

The potential for mistaken inferences has been increased by the currently fashionable tendency to regard universities as instruments for investment in human capital. In this view, the value of an education is properly measured as the discounted present value of an individual's future lifetime income stream. The cost of a college degree resembles the purchase of an annuity, for a lump sum. Colleges and universities themselves have seized upon this argument in their recruiting efforts, and it has been especially well received in technical and professional fields.

This is another example of the forces that have monetized the curriculum, and that divert attention from the components of lifetime well-being that are difficult to measure in monetary terms. Perhaps more importantly, it contributes to narrowness and inflexibility in educational choices, and yields a college graduate who has lost resiliency. Capacity for change should be the key test of the worth of a university education, and the importance of this criterion is rapidly escalating. Deriving educational goals from business analogies is a dangerous and potentially self-defeating game.

Above all the other things which it is not, the University of Minnesota is not an exclusive university. Attempts to make it so betray its most fundamental character. They also reveal a perception of the function of education that is focused on superficial success indicators.

Virtually every poor or developing country can point to one or several institutions of higher learning that confer status on their graduates by reason of their exclusiveness. Historically, access to higher education has been determined by wealth or privilege, and most frequently, both. The essence of the land grant university tradition has been to confront the historic role of universities that succeed by exclusion with a concept of education that stresses open access.

Two philosophies of education are in conflict in the debate over the proper role for the University of Minnesota. The debate can be symbolized by the routes I take in my trips between the St. Paul and Minneapolis campuses. On one route, I pass the site of a large plant that has made gravel screening equipment. Raw aggregate was scooped up at one end and a series of screens, blowers, shakers and raddles sorted the sand from the gravel and delivered the screened and sorted stones at appropriate discharge events along the way. It strikes me that many proposals for strengthening the University of Minnesota have this gravel-screening device in mind as a prototype of the way in which a university functions.

If I take another route between campuses, I can pass a nursery in which small and fragile plants are protected and fed until they can survive on their own. It strikes me that this biological model of the development process is a more durable model for University excellence and for the measurement of success. Students are not stones to be sifted and graded. They are fragile plants, with breath-taking growth potentials. A concept of the University that stresses its nurturing role surely seems to be more sustainable than one that focuses on the sifting and sorting function. Both are needed, but the land-grant university tradition has clearly been centered on nurturing.

In recovering this focus, we can profit from some of the techniques used by business firms struggling to cope with rapid

change. A frequent prescription from the world of business consultants is to persuade managers to sit down and ask themselves two questions:

1) What business are we in?

2) What is our comparative advantage?

For the University of Minnesota as it approaches the l990s the answers to these questions can be refreshingly clear. We are in the education business. We are centered in a large and vibrant metropolitan region. We have a well-positioned network of co-equal branches, of challenging vitality. We have a comparative advantage, if we will only use it, in providing non-traditional educational opportunities to a population that will have an increasing range of choices in deciding where to live and when to work. We can offer the opportunity to make efficient use in the educational enterprise of two resources that are increasingly scarce and therefore valuable: time and space. We have a hinterland that is rich in the variety of its resources in farms, forests, minerals, and water, and a tradition of service to the enterprises that use them. Above all, we have a support base in a state whose people clearly demonstrate their proprietary interest in their state's university.

The resource base is sound, the stockholder base is sound, but a word of caution is in order.

A story has it that a chef at a leading cooking school, when asked what his greatest problem was in teaching cooking, replied that it was to wean the students from cooking as their mothers did. This can be expanded to describe the mind set of educators everywhere. We tend to "cook as our mothers did." When faced with problems, our first reaction is to replicate our alma maters.

This can be deadly, in the world of change that now faces the educational establishment. The lesson to be drawn is straightforward: education is too important to be entrusted solely to the hands of educators.

It is with this in mind that I congratulate the Class of 1939 for its initiative in mobilizing this symposium series. It is exactly what is needed, and the timing is right. When I reflect on why the Class of 1939 should mount this effort I recall that the members of that class entered the University in 1935. In most statistical time series of economic performance in the United States, 1935 was the bottom of the trough of the Depression. The Class of 1939 chose to enter the University in this darkest year, and it has been validating its faith in education for half a century. I salute you.

VIEWING THE UNIVERSITY OF MINNESOTA FROM THE CLASSROOM

by John E. Turner, Regents Professor Emeritus
Department of Political Science, University of Minnesota

A university has four major responsibilities: 1) to pass on knowledge previously developed; 2) to continually evaluate the validity of knowledge and ideas—in other words, to question what we already know; 3) to expand the boundaries of knowledge; and 4) to develop critical, analytical skills. Thus, both research and teaching, in appropriate combination, are the components of an integrated whole in a university's mission. Not all educational institutions are equipped to carry out both the teaching and research elements—their basic requirements are extremely expensive to replicate.

A glance at history reveals that the University of Minnesota has been a research/teaching institution from the beginning. Even with land grant status, established in 1869, the research mission and the liberal arts core were developed before the programs in agriculture got under way. Very early, President Northrup and the faculty provided for advanced work in the arts and sciences, and the first Ph.D. (awarded in history) was conferred in 1888, the year in which agricultural programs were effectively begun. Recognizing the liberal arts unit as the hub of the curriculum, the president also served as its dean. By the time the first Ph.D. was awarded, only three bachelors degrees had been given in agriculture. In the College of Science, Literature, and Arts, much of the teaching was already being done by faculty who held doctorates from German universities or from universities that had adopted the German pattern and who projected the German model of a research university. From the beginning through 1905, thirty-nine students had been graduated in agriculture, and one-fourth of them went on for further academic training and to pursue professional and research careers. Not counting the professional schools, Minnesota in 1898 had more graduate students than any other university except Harvard, Chicago, and Johns Hopkins.

The land grant mission, which is of great importance, has been defined in many ways, the emphasis varying from state to state and among groups within a state. But however defined, a central theme of obligation shines through: to serve the needs of the people in the state. We must recognize, though, that needs are not static. The industrial landscape of Minnesota has been transformed since the 1930s and 1940s; it is much more developed and balanced now. And the more enriched system of public higher education—with its vocational-technical schools, community colleges, state universities, and a solid flagship institution—means that, in reality, the land grant mandate is capable of being more widely shared.

For any system or organization within a system to survive and thrive, it must be able to adapt to a rapidly changing environment. Given the competitive nature of American higher education today and Minnesota's finite resources, common sense admonishes us to rationalize the structure of the post-secondary system. The burden of the land grant mission is too heavy for a single institution to carry—there must be division of labor if we are to serve the state's needs effectively. In such a scheme, the University would focus upon its distinctive role: it is the only institution whose faculty regularly combine both teaching and research in programs of undergraduate instruction, graduate education, and training for the professions—tasks that other state institutions are not equipped to handle because it is too expensive to duplicate the research and graduate and professional parts of the mission.

The research component of the University's responsibilities is not well understood, so let us examine it from a sharper perspective. In his research, Dr. Borchert reports that the Twin Cities as an entrepreneurial center is in the same league as the metropolitan areas of two other regions: the Boston/ New York axis in the East and the California complex in the West. Many factors, of course, are at work in the development of economic aggregations, especially those based upon new, complex technologies. But surely the existence of a high quality research university located in an urban setting is one of these factors. The other entrepreneurial centers are nourished by strong, research universities: in the Boston/New York region—Harvard, Yale, Princeton, MIT, Columbia and Pennsylvania; in the California area—Berkeley, Stanford, Cal Tech, and UCLA. The third entrepreneurial center—Minnesota—has only one research institution, the University of Minnesota.

This loads the University with enormous responsibility, and we have a magnificent record of past accomplishments. An impressive number of Minnesota companies have been nucleated in the Institute of Technology and the medical sciences and some projects built into the economy were derived from Ph.D. theses. And now, more than ever, the state relies upon the University to explore the development of new sources of energy, to improve crops, to stake out new advances in medicine, and to carry on the basic research that private industry cannot do and upon which future technology will depend. We are called upon to train first-class engineers, scientists, professional people, artists, and other skilled individuals so that the economy can be enhanced and our social and cultural resources enriched. The question we face is this: Is the capacity of the University to serve the people of the state in these areas declining?

In an equally important vein, a flourishing Minnesota needs a highly educated citizenry to meet the demands of the times. As our linkages with other countries grow tighter, we face competition not only with other sections of the United States, but also in international markets. People nowadays have to cope with bursts of knowledge in an information age which confronts them with intricate choices. To be able to make those choices wisely, students have to develop broad perspectives. They have to be trained to think critically—to process, interpret, and analyze a vast array of information. In a world in which we are plagued by platitudes and concatenations of non-sequiturs, they need to develop an appreciation of standards—substantive and ethical—in education, in business, in the professions, in politics, and in their social and cultural lives.

In light of the mandate delivered to the professorate, how well equipped is the University of Minnesota today to meet these challenges? The University is facing difficult times. It is not as strong as it once was, and what happens in the next two or three years is likely to determine our course for the next twenty years. But because the University is a great institution commanding the loyalty of faculty, students, and citizens alike, now is the time for us to stand erect and take the steps needed to improve upon its greatness. In order to take those steps, we must grasp the nettle and identify some core problems.

Faculty members tread on a two-forked gangplank. On the one hand, they face a local obligation to teach well and to perform service. On the other hand, they must satisfy the national profession—they are required, through their published research, to expose themselves to the judgement of their peers, an important process of quality control in the research domain. Teaching and service are regularized, daily pressures; and all too often research has to be set aside.

That research and teaching are out of scale is reflected in the excessive student enrollments and heavy teaching loads, especially in the College of Liberal Arts and the Institute of Technology. Take, for example, Psychology, a CLA department that ranks seventh in the nation (see Table 1).

Between 1970 and 1983, undergraduate enrollments in the Institute of Technology expanded by 30 percent, but the size of the faculty remained the same. Take Mechanical Engineering, which in terms of program, quality of faculty, and research activities, ranks in the top four or five in the country. Yet, in terms of adverse student/ faculty ratio, among 163 schools it is 152nd in rank. Rated at the top of

the Big Ten in quality, this department has the worst student to faculty ratio in the group.

Trying to juggle their teaching responsibilities and their research obligations means that often the faculty don't have time to attend special lectures and to exchange ideas with each other so that they can be stretched intellectually. In fact, a good number of faculty members do their own xeroxing, type their own exams, and waltz their syllabi and course readings down to Kinko's.

Before World War II, Minnesota had the reputation of being one of the best institutions in the country. But in the postwar era of rapid socio-economic change, instead of limiting enrollments at each institution as California did, the University opened its doors to swarms of students, absorbing these and other additional responsibilities. But the legislature did not give us—and the administration did not persist in requiring—commensurate increases in resources. Since then we have been all things to all people, summoned to do too much with too little.

On this underfunded and understaffed campus, a good number of motivated students have enough initiative to seek out beneficial courses and to consult with professors, and they end up with a first-class education. We have at this University some students who are as good as any in the nation. A few years ago, I taught an honors course of ten bright, sparkling young people to whom I assigned homework every day. I even gave them "problem" examinations without warning, correcting the papers immediately and then discussing them in class—an excellent learning device. This was one of the highlights of my professional career. It was satisfying to see these students being accepted for advanced training at Harvard, Yale, Princeton, Chicago, and Michigan. I taught the same class last year, but instead of ten students there were twenty-two, and this year there are twenty-seven. Obviously, a load like this requires a changed, less effective format.

But because of class size and time constraints we aren't able to provide this type of challenging education for many students. We don't have enough time to advise all of these students well. Heavy enrollments limit our ability to be innovative and to bring our research into the classroom. With students' work schedules often dictating their academic programs, teachers get little sense of arranging building blocks of knowledge in a cumulative way. Some of our teaching is done by graduate students, many of whom are excellent instructors, but not enough students have individual contact with superior faculty members. Our fine interdisciplinary programs have no core faculty, and they are serviced by professors in regular departments who are already overburdened by their own responsibilities.

The best learning takes place when students are able to interact with faculty members on an individual basis in carrying out projects, writing papers, and taking essay exams. But, although we have taken valiant steps to improve the situation, we are unable to do as much of this as we would like. For years, the College of Liberal Arts has had a program of honors seminars, but it is not really funded—so faculty members voluntarily teach the seminars as an overload. In CLA, the Chambers Report made useful recommendations that have had a modestly beneficial effect. But there has been insufficient funding to insure its full implementation. One of the recommended changes—a senior project to be required of every major—could not be instituted in my department because of a lack of resources. The Political Science Department used to require that each major enroll in a small seminar during the senior year, but we eventually had to drop the requirement because of a shortage of staff. The professors in that department are deeply aware of the need to personalize instruction, and some are trying to work with students individually on research paper assignments. But this is a difficult undertaking; in the fall of 1988, one of my colleagues worked individually with fifty-five undergraduates, and at the same time handling twelve students in a graduate seminar.

Often lacking individual attention, students do not have sufficient opportunity to develop their skills or their self-confidence. Such passive education does not really equip a person to play a meaningful role in a complex society.

Reflecting a general American problem, a good number of students are poorly prepared for excellent work in the classroom. I usually taught a junior-senior course in Soviet politics, with enrollments

from about 80 to 110. Since I read and graded all of the papers myself, diligently making elaborate comments with red pencil, I am in a position to make this judgment: about 20 to 25 percent of the students were not really equipped to handle work at a teaching-research university. I felt sorry for them—so I urged those who received C- or lower in the midquarter exams to come to my office for assistance. This activity, which helped many of them to improve, usually took two weeks. During that time I did no research, nor did I have time to work with the better students—those who know that "pheasants" were to be found on the fields of South Dakota and not on the barricades to Tsarist Russia. The tragedy is this: about 19 percent of our students drop out the first year, and the proportion of people who never get their diplomas is much too high. Their academic careers might have turned out differently if the initial enrollment decision had been different.

Some people are inclined to interpret the land grant mission as mandating "open enrollment," i.e., admitting all students who desire to enter the University and then applying rigorous academic standards to weed out those who cannot handle the academic work. Several objections to such a policy need to be considered. To begin with, Dr. Burton R. Clark, a national authority on higher education, points out that no land grant institution at the present time has open enrollment. To flood the University's classrooms with more students at a time when undergraduate teaching responsibilities are already overwhelming would sink the institution into a deadening mediocrity. Then, too, unlimited admissions with the retention of "standards of excellence" would result in an even higher rate of "wash-outs"—a burdensome task and an inefficient use of scarce resources, to say nothing about the psychological impact upon those students who fail because they are ill-equipped to meet the standards we have to set. Open enrollment would obviously make the University's classes even bigger than they are now; a wiser policy is the distribution of the indergraduate load among all of the public institutions in the state so that students will have a better chance of receiving individual attention.

Undergraduates who sign up for courses in the science and engineering fields soon discover that much of the laboratory equipment is woefully inadequate. My conservative language conceals the true situation as described by the faculty who use the adjectives "desperate," "pathetic," and "scandalous." Some equipment that should have been replaced on a five-year cycle is still being used after twenty-five years. Our Mechanical Engineering Department uses two dynamometers: one was purchased in 1917 and the other in 1919. In 1985, the College of Engineering at the University of Michigan took steps to provide a sustained investment in laboratory equipment from University funds equal to about $2,500 per engineering graduate per year. The comparable figure for new instructional equipment in engineering at the University of Minnesota for 1988-1989 is about $760 per student.

When it comes to funding for research, our faculty has a splendid reputation for quality, as recognized by the amount of grant money they bring into the state—external funding that provides the necessary support for the graduate student experience. The problem is that the research support is not stable. There is increasing competition for diminished funding for federal grants, which are usually of one or two years' duration with no assurance that they will be renewed. Faced with cramping deadlines, scientists are often forced to rely on existing technology—there is little opportunity for creative thinking which leads to new thrusts. I know of one eminent scientist who pays for some of his research out of his own salary, which is not all that large.

On the matter of salaries, we knew that we were giving up high living standards when we entered academia, but we didn't reckon on further sacrifice when, compared with our salaries, we see real incomes rising in other fields of endeavor. University of Minnesota faculty have not yet recovered in constant dollars to the level of our 1967-1972 salaries, although the average faculty member elsewhere reached the recovery point in 1985 or early 1986. In 1986-87, University of Minnesota's full professors ranked 26th among the top 30 universities—$9,350 below the mean. The associate professors were 24th in the ranking, and assistant professors were 22nd. Our full professors rank poorly because they have held the line on their salaries in order to attract new faculty at the going rate of hire.

Stretched as we are like a tight rubber band, it should come as no surprise that many of our graduate programs have declined in quality since the 1950s, some of them markedly. According to national ratings, only four departments in the University have improved their rankings in the last twenty-five years. The basic arts and sciences—the core of undergraduate and graduate education and the essential foundation of professional training—have been withering from financial malnutrition. This can be seen in Minnesota's direct instructional expenditures per student, compared with other Big Ten institutions (see Table 2). A recent study by *U.S. News and World Report*, thoroughly done, lists twenty-five of the leading national universities. On this list are six Big Ten institutions. The shut-outs are Iowa, Michigan State, Ohio State and Minnesota.

We can get an idea of some of the imbalances we have to contend with by examining three more tables (see Tables 3, 4, and 5).

The University, in collaboration with the legislature, has responded to demands for direct services to the population, but less attention has been paid to a vital part of the land grant mission, namely, educating adequately the youth of the state.

Obviously, the University needs a sizeable infusion of state funds, similar to what the California and Texas universities received early on and similar to what Rutgers and Ohio State have had recently. Administrators and faculty members also need to manage their own resources more appropriately by setting and sticking to priorities. Can we shift resources from some parts of the University where the need is no longer so great to units that are moving to exciting frontiers of knowledge but are crippled because of meager research support? In light of the serious instructional problems we are facing, do we have our priorities right when we consider taking money from academic programs in order to finance added amenities for the recreational sports building? And what is the University now doing and not doing so well that other units in the state system can do better?

We must never allow the mists of recent misfortunes to cloud the greatness of our academic enterprise. It has a full register of achievements, and we want to increase its capacity to serve Minnesota and the nation by improving its condition. Recognizing the need to address the problems I have described, vast numbers of committed people have demonstrated their devotion to the institution by investing in its future. In the recent fund drive, they exceed the goal of $300 million by nearly $65 million, and a record has been set in the establishment of 127 endowed chairs.

The faculty are devoted to the University of MInnesota. This was dramatically illustrated in the financial campaign when the target set for the faculty was $3 million and they contributed more than $11 million. Though frustrated by insufficient resources and inadequate instructional facilties, the faculty are addicted to excellence, and they take their responsibilities very seriously. From all reports, we are more concerned about the educational welfare of students than is the case in the elite public universities. We have learned to make do. Despite underfunding, this University has managed to recruit and retain a faculty of distinguished quality; for what it spends and what it gets, the state of Minnesota has had a good bargain. But in trying to do too many things with too little, we have tended to let our research—and hence our national reputations—slip. In the view of the faculty, this situation has to be changed, or the state will be the loser in the future.

Because we have been laboring under trying conditions, the reforms that were started about three years ago struck a welcome chord for an overwhelming majority of faculty. The changes gave us a vision of what a world-class university is and what the University of Minnesota had the potentiality of becoming. Compared with a decade earlier, we could detect improvement in shifting enrollments patterns, better enticement packages for recruiting talented faculty, programs to upgrade the writing ability of students, a scheme to help young professors get started on their research careers more quickly, and a restructuring plan that set priorities for the future.

But unfortunately, the program of priorities, even in a watered down version, was stalled—in part by some administrators and some faculty members—and then denied most of the funds needed to carry it out. Many of us are concerned that the advances we have made will be threatened during the next two crucial years. At the present time,

University administrators are carrying some essential items on soft money. To harden these items will require $15 million, and even with this allocation we shall just be running in place.

What we need to consider is how to relate the University to the rest of the system of post-secondary education so that the burdens can be shared. This will enable the other units to serve the state's needs better by doing more of what they do so well, and the University to concentrate on those elements of its mission that are unique to it. For the University, this entails a further adjustment of undergraduate/graduate student ratios, a reduction of class size, and more money for salaries, research, and equipment. What all of this involves is a basic restructuring within the state's higher education system and within the University itself—an academic perestroika.

It is imperative for the University of Minnesota to get on the upwardly moving track because of the crisis that is facing higher education in the United States. Within the next decade or so, large numbers of professors in colleges and universities will be retiring, and before very long the "baby boom" generation will be ready for post-secondary education. Thus, retirements and the upsurge of student enrollments will generate a demand for new faculty members. In recent years, however, fewer graduate students have been preparing themselves for academic careers. This means that the best institutions in the country will be engaged in a fierce struggle for scarce academic talent. Some universities have already begun to expand the size of their faculties—indeed, some are "stockpiling" young faculty members. The University of Minnesota needs to get its problems diagnosed, its mission clarified, and its problems resolved if it is to be successful in the competition with the nation's premier institutions for the recruitment of high-quality scholars.

Recent attempts to grapple with our difficulties have sometimes led to the charge that the University of Minnesota is becoming "elitist"—that these efforts will block the access of certain students to a university education. But the administrators and the faculty have never intended to cater to the "top 15 percent" as some institutions do. Elite selection of a thin layer of students on the basis of grades or some other type of achievement measure has never been in their vision of the future. Indeed, they have already taken steps to protect access to the University. Plans are being made to introduce special courses in English, mathematics, and foreign languages for students whose high school offerings have left them with gaps in their preparation for post-secondary work. Efforts are being made to present these courses in enriching formats so that the students can quickly overcome any deficiencies that they might have. Moreover, one of the objectives of General College is to prepare students who have academic weaknesses so that they can move forward to a regular program. In fact, the University has already begun to work with elementary and secondary schools to assist students in preparing themselves for college and university education at an early stage in their development. These activities along with special summer programs, appear to be beneficial to many young people, including minority students.

The elitist argument is valid only when we do not institute basic reforms. If the University is allowed to sink into mediocrity because it can no longer attract and retain high quality faculty members and because its educational programs have deteriorated owing to insufficient resources, then only the rich will be able to secure a good education for their children by sending them to prestigious private institutions or to the better public universities outside the state. The administration and the faculty of our University strongly believe that the youth of our state should be given the opportunity to attend a University of Minnesota that is as good as the University of Michigan or the University of Wisconsin. We do not want this type of elitism to occur, and to ward off such an outcome will require imaginative change—and soon.

But the modifications that are so badly needed will be difficult to achieve owing to strong political pressures that coalesce to safeguard the status quo. At the present time, some departments and other units within the University that are adversely affected by change are able to exercise a virtual veto over the shifting resources. Some who want to keep things as they are engage in end-runs to the regents and legislators in order to press their claims.

Very few voices are heard on behalf of the University as a whole; very few people have an angle of vision that is tilted toward the future. We have a cluster of social science departments that rank among the best in the country—yet the financial support these departments get is pitiful, compared with that of their competitors. Seemingly uninformed or insensitive to the decline in quality of many University programs, some members of the Board of Regents have failed to exhibit concern. And at crucial times the board as an entity has been hesitant in taking strong positions to protect the institution. Some of its members have been influenced by parochial, short-sighted interests and personal agendas, many of which are aimed at preserving the status quo. In some cases, legislative intervention safeguards the existing state of affairs. Thus, even strong academic leaders are thwarted when they try to change the status quo by introducing new ideas. Indeed, they are sometimes treated discourteously in public forums.

The simple message I am attempting to deliver is this: We must recognize that the University has been assigned a particular mission which is being imperiled; to stand still and do nothing to reverse the erosion is to slide backward and be left behind. Defense of the status quo under present conditions means a continued decline in quality and a mortgaging of the state's future.

The University of Minnesota is too important to us and to the state for it to become the victim of narrow interests and political maneuvering. The Class of 1939 is performing a real service by encouraging us to identify the festering difficulties we face. Now is the time for us to analyze the problems and to set about with bold resolve to remedy the situation. This is not impossible—given the stakes involved, Minnesotans are capable of making a creative response. Courageous leadership on the part of the community, the faculty, the regents, and the legislature will enable us to move the institution to a higher plane of academic excellence. The state of Minnesota can afford to do no less.

NOTE: The author is grateful to eighteen people who supplied information for these remarks.

Table 1. STUDENTS SERVED BY PSYCHOLOGY DEPARTMENT, Fall, 1987

	Faculty Size	Graduate Students	Under-graduate Majors	Average Graduate Student Load	Average Under-graduate Student Major Load
MINNESOTA	33	201	850	6.1	25.8
Wisconsin	35	80	750	2.3	21.4
Illinois	60	181	1100	3.0	18.3
Michigan	90	236	800	2.6	8.9

Table 2. EXPENDITURES FOR INSTRUCTION, 1987
(per full-time student)

Minnesota's Rank in the Big Ten	
Biological Sciences	7th out of 8
Technology	7th out of 8
Liberal Arts	8th out of 8
(not reporting: Northwestern, Ohio State)	

Minnesota's Rank in the Big Ten*	
Pharmacy (Florida & Texas)	7th out of 7
Public Health (Washington-Seattle, Pitt)	4th out of 4

Table 3. RATIO OF UNDERGRADUATES TO GRADUATE STUDENTS, Autumn, 1987 (Big Ten Institutions)

Purdue	5.53
MINNESOTA	4.40
Michigan State	4.10
Ohio State	4.09
Indiana	3.97
Iowa	3.13
Illinois	3.09
Wisconsin	2.65
Michigan	2.35
Northwestern	1.70

* Not all Big Ten institutions have these professional programs; hence, selected programs from outside the Big Ten are added in order to provide a group for purposes of comparison.

Table 4. EXPENDITURES FOR PUBLIC SERVICE, 1986-1987
(Land Grant Institutions and Equivalents)

Institutions	Total Expenditures	Per Capita Expenditures (age 18 & over)
MINNESOTA	$ 66,742,315	$ 21.54
Michigan & Michigan State	66,311,117	10.00
Illinois	59,592,028	7.02
Ohio State	53,619,341	6.79
Indiana & Purdue	43,322,573	10.74
Wisconsin (Madison)	43,006,366	12.24
Iowa & Iowa State	39,193,591	18.53
Missouri (Columbia)	33,782,441	9.02
Pennsylvania State	29,695,317	3.29
Nebraska	27,169,260	23.08
Maryland	22,725,079	6.82

NOTE: The University of Minnesota is a comprehensive institution, with the College of Agriculture and the rest of the University under one roof. In some states, they exist in separate institutions. In the latter case, the expenditures for the two institutions have been combined so as to make them comparable to those of the University of Minnesota.

Table 5. EXPENDITURES FOR PUBLIC SERVICE, 1986-1987
(Big Ten Institutions and Equivalents)

Institutions	Per Capita Expenditures (age 18 & over)
MINNESOTA	$ 21.54
Iowa & Iowa State	18.53
Wisconsin (Madison)	12.24
Indiana & Purdue	10.74
Michigan & Michigan State	10.00
Illinois	7.02
Ohio State	6.79

MANAGING A MEGA-UNIVERSITY: HOW THE UNIVERSITY OPERATES

by James R. Nobles
Legislative Auditor, State of Minnesota

I am extremely honored to be part of your program; to be with so many distinguished alumni and citizens. I am particularly honored that I was invited by Art Naftalin, a man for whom I have immense respect and admiration. And like the good professor he always is (even in his so-called retirement) he has given me a tough assignment. As you just heard and can see in the program, I am supposed to talk on what it's like to manage a mega-university; to tell you how the University operates—in fifteen minutes. An impossible task of course. But, you see, Professor Naftalin knows that as a graduate of the Humphrey Institute I have been well trained to carry out such tasks. On my first day of class here in 1971 I was given the following assignment (and this is a true story): Take any federal program of your choice; analyze its two most significant problems; and propose at least three options for solving them; in four pages, double-spaced. The lesson one learns from such experiences (intended or not) is obvious: a lack of knowledge and qualifications should not hold you back from addressing big issues. This is, at any rate, the lesson I have carried with me for many years and it has served me well. At least it has made me foolish enough to think that I can fulfill assignments like the one I have been given today.

My Humphrey Institute training notwithstanding, it still should be put on the record that I have never operated a mega-university or any other institution of higher education. In fact, I have never even held a job at a university and I am undoubtedly unqualified to do so.

But this year my office conducted two studies at the University of Minnesota, and because I have a very well qualified staff, some people think that our two reports contained some important insights, not only about the way the University of Minnesota operates, but the way it is governed. So if I might fudge my assignment just a little bit, I'll base at least part of my talk on what I know; in other words, I'll draw it largely from our two reports.

But before going to the reports let me give you just a few facts and impressions about the University's size and scale. Clearly it is a mega-university. You need do little more than walk around the sprawling Minneapolis campus to understand that this is a large place. In fact, its visual and spatial impact probably creates a more dramatic impression on people from the class of 1939 than on those of us who came much later. Yet we are all, I think, aware that the University has grown into an enormous institution and a very complex and challenging enterprise to operate. Just a few statistics:

- In 1987 the University's budget was approximately $1.5 billion.
- The Twin Cities campuses alone sprawl over hundreds of acres and occupy 18 million square feet of building space, and require three power plants to generate adequate heating and air conditioning.
- The University's Twin Cities Physical Plant Operations department employs approximately 1,400 people and spends $75 million a year just to keep University facilities heated, cooled, clean, and in good repair.

One can, of course, go on and on with statistics to create a dramatic impression of the University's size and scale. But let me turn back to the reports my office issued this year on the University. And I do so with this very important acknowledgement: no matter how big the numbers are or how important and controversial the issues have

been, I realize that the University of Minnesota is not about buildings and grounds and power plants; its primary mission—indeed, some would say its only mission—is teaching and research. Clearly we want the University to be run by people with scholarly dedication and intellectual vision, not by accountants and auditors. But the hard reality is that University leaders must also ensure that the University is an efficiently and effectively managed institution. It is a false dichotomy and debate to argue that it must be one or the other. If the University of Minnesota is to recover and be successful, it must be both managerially sound and intellectually rich. Again, I can only address the management and governance issues.

Our first report was on Eastcliff. It was issued in March and showed that the president of the University had spent over one and a half million dollars to remodel the official residence without clear approval from the regents and he had paid some of the bills from a sizeable reserve fund controlled solely by the president and two vice-presidents. Revelations about the reserve fund caused the University to withdraw its supplementary budget request at the legislature and, of course, the entire episode resulted in the president's resignation.

Our second report was on the University's Physical Plant Operations department. It was issued in August and showed that the University has high cost in its maintenance and repair shops, as well as long-standing problems in its basic approach to work planning, scheduling, and supervision. But again, the second report raised far reaching concerns about governance and accountability at the University. The report said that communication between regents and University management on physical plant issues has become severely strained by mutual distrust and a lack of agreement on how to solve an array of serious problems. To complicate matters even further, we reported that there is considerable conflict among the regents, not only over specific physical plant policies, but also in their general concept of a regent's authority and responsibility.

The report on the Physical Plant Operations department was presented to the Legislative Audit Commission on August 25. The commission is a bipartisan group of senior legislative leaders from the House of Representatives and the Senate. Their reaction to the report was immediate and dramatic. I have sat through hundreds and hundreds of legislative hearings and I have learned that, indeed, legislators are quite capable of posturing and even demogoguery. But in my opinion, the Legislative Audit Commission's meeting on August 25 was at a much higher level. Legislators clearly understood that they were addressing one of the state's most important institutions, and they fully appreciated its beleagured condition. They did not want to do further damage. Nevertheless, the meeting was an ominous display of genuine anger and frustration. These legislators do not expect perfection, by the way; they are after all, the legislators who routinely hear audit reports critical of the operation of state government. They were upset because University officials still seemed more interested in deflecting criticism than in solving problems; still wanted to point the finger at someone else. Moreover, I think it is fair to say that by August 25 most members of the commission felt that the University had become a victim of its autonomy; using it as a shield over the years to deflect criticism and scrutiny from the outside, while failing to adequately emphasize financial control and efficiency in its internal operations.

The University has traditionally operated at arm's length from the state because of its constitutional autonomy and the need to protect academic independence. But the expectation has been that the University would design and implement its own procedures and policies to ensure good management and accountability. Our reports showed that the University has been lax and, in fact, the meeting on August 25 added painfully to legislators' perceptions that the people who are supposed to be governing the University are mired down in conflict and confusion over their roles and responsibilities. In such a condition and without sharp outside scrutiny, good management and accountability had apparently gotten lost.

I revisit two items from the meeting, not to cause further embarrassment, but simply to further illustrate why some legislators and others see a serious problem in governance at the University.

After we presented our report, the Commission received responses from Interim President Sauer, Board of Regents Chairman Lebedoff, and Vice-Chairman Shertler. President Sauer reacted sharply to my assertion that University affairs, and particularly its financial affairs, had for too long been shrouded in secrecy. "There is no secrecy at the University that I am aware of," he responded. But later in the meeting when Chairman Lebedoff joined President Sauer at the table he said, "I have thought of little else these past seven months but the problems at the University, and in my mind they all come down to a single issue—secrecy. There has been too much secrecy at the University. Information has been kept from the regents, from the legislature, and from the public. The only solution to this problem is openness."

In fact, one of the recurring themes in both of our reports is how strongly regents mistrust the way University administrators control and distribute information. But it is a perception and allegation that management simply will not accept.

The second problem brought into full view on August 25 is that some regents are at times in conflict over their role and responsibilities. Legislators asked why the regents had not required the administration to remove the Physical Plant Operations department from the Vice President for Academic Affairs when the regents became convinced that the department was not receiving adequate supervision and direction. Chairman Lebedoff answered in a way that was fully consistent with his long-held view that regents should not interfere in University management. But Vice-Chair Shertler made it clear that she does not accept the chair's sense of restraint, and our report disclosed that several regents who share the Schertler view have acted aggressively to block the administration from hiring nine work schedulers in the maintenance shops because the building trade unions objected.

There is, of course, now a lot of embarrassment about the problems, the confusion, and conflict at the University, and there is a flurry of activity to make reforms. There are plans to improve the University's accounting system and management procedures and to improve the cost effectiveness in the physical plant. Regents have pledged they will be more attentive to their policy-making and oversight jobs but will not individually interfere in day-to-day management. Top University administrators have pledged that they will be more open and forthcoming with the regents and the legislature. In other words, there is reason to hope that the painful process of revealing problems at the University will ultimately make the University a better-run institution.

But will the reforms be enough? It is this question that divides people into two schools of thought—those who think that the reforms will prove transitory because the basic governance structure of the University is flawed versus those who think that the basic governance structure is sound and that the problems are fixable without radical restructuring.

As you may know, at the August 25 meeting some legislators said that the University's constitutional autonomy should be taken away. They think that the University should, in some manner, be placed under the direct control of the state because, in their view, the current lines of accountability between the state and the University are too distant and ambiguous to be effective.

There have been times in the current climate of controversy when such an argument seemed reasonable and compelling. However, for what it is worth, I am still not convinced that radical restructuring of the relationship between the state and the University is required. I think we need to work harder at making the existing structure and relationship work better. I think that there is still room for the legislature to appropriately and more effectively influence the operation of the University through existing mechanisms, such as through more effective oversight by the legislative committees and more frequent audits by my office. I also think that the legislature can be more effective in defining the role of the regents and the regents can do a better job of ensuring accountability. Moreover, I think that there are people at the University capable of creating an administrative structure that is more open, more attentive to the efficient management of the University, and more willing to accept responsibility for problem solving. Finally, I think that it is possible for the regents and University managers to find

a greater sense of shared purpose and direction and to build a more cohesive and trusting relationship.

I reach this somewhat optimistic conclusion because I think that some of the conflict and confusion at the University this year has been the product of clashes of personality, style, and perspective. Yes, there has also been a breakdown in structure and process, but let me put it bluntly: President Keller had expensive taste and a grand vision, and he surrounded himself with people who ran the University like a corporate enterprise. He was defeated because his approach offended the deeply felt populous impulses of several strong-willed regents. That war need not be repeated.

Again, there are governance and management weaknesses that need attention, but I remain convinced that with the right people in place the existing governance structure and relationship between the University and state can work effectively. That is why I think we all join in hoping that the regents will select a president who will have a long and productive tenure, during which the frayed edges of this wonderful institution can be mended. The task, even for a person of enormous capacity, will of course be monumental. The public will be skeptical, legislators will be anxious, and we will be doing more audits.

But I think there is in all of us here in this room, and in most other people in this state, a great reservoir of affection for the University and a strong desire to see it flourish. The University remains, after all, the flagship institution in our state system of higher education and, as such, a vitally important resource. It remains the repository of our highest ideals; where we look for intellectual enrichment and technological advancement. Moreover, it continues to be that special place where each year thousands of young people pass into a wonderful world of discovery and development. And, of course, it is also that special place where, from time to time, people return to remember and celebrate, and I have certainly enjoyed being a part of that process with you today.

THE UNIVERSITY AND ITS CHANGING CLIENTELES: HOW ARE WOMEN, MINORITIES AND NON-TRADITIONAL STUDENTS BEING RECEIVED?

by Josie R. Johnson, Senior Fellow
Department of Educational Policy and Administration, University of Minnesota,
and former University of Minnesota Regent

I am so very honored to be here this morning and to have this opportunity to discuss an issue that is extremely critical to us all. I am honored that the class of '39 has asked me to participate. I am very pleased to be part of this moment in the history of our University.

When I was elected to the Board of Regents, you will recall that I was the first African American person and the second woman to be elected to the board in the 108 years of the University. Under the leadership of then chairperson, Gov. Elmer Andersen, we had an exciting period. That perspective gives me the opportunity to talk about changing times and changing clientele at the University.

The definition of minorities that the Taborn Report gave us said that they are people who are identified as Native Americans, Asians, Hispanics, and African Americans. The report is especially concerned with those who reside in the state of Minnesota. The definition of non-traditional students includes minority students who may not have performed well on standard tests of measure, but have demonstrated a skill, ability and tenacity to do the work. The University has included such people in the admission process. More recently, another group has been added to the non-traditional student group (and many of us know about this from first hand experience): older women, mothers with young children, and those who are in great need of retraining, retooling, or refreshing of skills. The University has indeed extended its non-traditional clientele to include quite a large, diverse group of people.

We have learned today how we have evolved from a very small geographic area to one that has become a very large community, from a university that began with a very carefully defined, identifiable clientele to one that is much broader and much more reflective of the broader community in which we live in as well as the community outside of this immediate environment. We now realize how much change has occurred. And, we are reminded of how much we must be prepared to interact as the world becomes smaller as transportation and communication becomes easier and faster.

It would be wonderful to have had the opportunity to visit with you in 1935 as you entered the University before it became really conscious of a broader clientele. It would be wonderful to see what you saw. To know your classmates and to observe the people you saw on campus—as students, visitors, faculty, workers, and others. It would be very interesting because in the 1920s and 1930s the University was not considering the other clientele. It wasn't actually until after the 1930s and the early 1940s that there was any consideration for people who were of different groups.

We know that our own Hubert Humphrey, at the time that he was mayor of Minneapolis, established a blue ribbon study group because this city was considered to be a center of anti-semitic behavior. The work of that committee narrowed itself to the city, but it did not include the University. Therefore the problems that existed here on our campus did not get reflected in that report.

We know that many things began to escalate here on our campus from the 1960s on. There were the issues of the Vietnam War, civil rights, the environment, poverty, along with others so that we became much more conscious as a university community of the issues that were facing the larger society. Eventually, the federal government began to raise the question of whether we here in Minnesota were observing the affirmative action policies that had been put in place by the early 1960s. The University of Minnesota created the Office of Affirmative Action in 1972 to gather the data and prepare the reports that were necessary. So, as late as 1972 we began to prepare, formally and regularly, the kinds of reports that were necessary to honor the affirmative action commitment to the federal government.

We know that in the late 1960s, after much disturbance on the part of many students (including African American students) on this campus, we created an Afro-American Studies program. Deans, former deans, and faculty members who are here today will recall that this was a very turbulent period as was evidenced by the discussion of whether Afro-American Studies would be a program or a department. It took a number of years before the University actually gave this program departmental status.

The Taborn Report was prepared because of the need to review and examine where are we today at the University with regard to women, minorities, and non-traditional students. When we examine the recommendations in the report, we realize that while the University of Minnesota may be unique as far as its role as a land grant institution, its location in a major urban center, its concern for the larger community, and its relationships with other institutions in this region; when it comes to issues of women, minorities, and non-traditional students, it is very much like any other institution in the United States. The recommendations that the Taborn Report made are appropriate to any institution of higher learning on the issues of women, minorities, and non-traditional students.

The Taborn Report recommended that the University implement a comprehensive coordinated recruitment program to identify and recruit minorities. The University is committed to do this because of its concern for the preparation of all young people who wish to enter the University. But it will require special funding.

One of the things that makes recruiting so difficult is what we find when we look at the K-12 education system, especially in our largest cities where significant changes are occurring and where funding for education has been cut back in recent years. Nevertheless, the Taborn Report urges us to make a special effort in recruiting.

The Taborn Report has asked the University to establish goals; annual goals—not quotas—goals for the recruitment of minorities and women—goals to expand the support of programs that will assist minorities and women—goals that will provide funds to improve the quality of the learning experience here for minorities and women.

The report also discussed methods of retention. It said that there is a very important need to promote and encourage faculty to be involved in retention once minorities have been brought to the campus. This is a request of the faculty that is already overworked and over-burdened, but they need to be involved in the retention process. They are critical to its success.

We know that there is a great need to improve and be as aggressive as we can in trying to get more minority students in graduate work and professional training. We know that there have been significant declines in the last several years in the number of graduate students who are women and people of color here at the University, as well as nationally.

There is the whole issue of minority faculty, who not only enrich the curriculum and offer the additional insights of people of color and women, but who also serve as role models for students. We know that of the current 4,187 faculty members, 152 (3.7 percent) are Asian, 20 (.5 percent) are African American, 3 (.07 percent) are Native Americans, and 31 (.7 percent) are Hispanic. We also know that there are many academic units within our University that have no representation at all from minority groups, and limited representation from women. We know that we must establish a highly visible program for minorities and women in faculty recruitment. We know that the University must establish long and short range goals for recruitment and tenure; not

just bringing women and minorities to fill the need for the moment, but to have long range plans for tenure track and promotion. We know that we have to document the kind of effort that we are making because part of what we have seen across the nation are the spurts of activity where people are very interested and involved for short periods of time and then return to "business as usual." Unless we are able to maintain aggressive recruitment, tracking, and documenting, we will find that we will have made very little long range permanent change in the composition of the University faculty.

We know that as far as the recommendation of the Taborn Report regarding an administrator, we now have in place an Associate Vice President and Associate Provost for the University in the Office of Academic Affairs who will be concerned primarily about the issues of women, minorities, and non-traditional students.

Let me comment briefly on the national picture and suggest that we have made some progress at the University. Since the Rajendar Decision back in 1979-80, which took place while I was on the Board of Regents, we have had a very active group of women who have been able to maintain the kind of commitment required to make progress. Now a new committee is being created— which is an all-University committee—that will have broad representation from all segments of the University and will examine a range of issues, including academic issues, and also those issues affecting the total environment for women on campus.

When we examine the national picture we find that there is a truly dismal picture for urban African Americans and Hispanics in higher education. Minority students have a vastly higher chance of not finishing high school, a much lower chance of enrolling in a four-year college, and a much lower chance of graduating if they make it to college. There is a very disturbing limiting of access to college, and much of this has happened within the last eight years or so as a result of reduced financial support from the federal government. Education, in general, and education for women and minorities, in particular, is headed for a real period of serious problems in the very near future.

We know that nationally, as the Taborn Report indicates, minority faculty membership is critical. We know also that financial assistance is critical, and that we must continue as a community to put pressure on the federal government to increase its financial support. We know that we need greater collaboration across the University to improve educational offerings and to promote a sense of opportunity for minorities and women.

My job this morning was to comment on how well these groups are doing at the University. I could have said "not well" and sat down., However, in order to understand what "not well" means, I have tried to put my answers into a context so that we can appreciate the concerns that exist for women, minorities, and non-traditional students.

I did a little informal survey of some students and asked them how they felt about their experiences here. The general sense is that they feel "outside" of the institution. They feel like they are in it, but not of it. They do not feel that they are a part of the things that go on here. "It's not for me, it's for other people. I'm here and I must try to do the best I can, but this is not really my institution."

I wanted to share these thoughts with you and I hope that by the time the class of '39 has its sixtieth class reunion the resolutions you will pass at your regular meeting this spring will have some impact on changing the clientele at the University so that we can have permanent improvement and opportunities for all students.

THE UNIVERSITY AND ITS PUBLICS: WHOM DOES THE UNIVERSITY SERVE?

by Elmer L. Andersen
former governor, State of Minnesota
former chairman, University of Minnesota's Board of Regents

I'm truly humble to be asked to appear on the program and felt so enriched at the session this morning. I congratulate the class of '39 so heartily for doing this sort of thing. What a wonderful kind of pattern to begin as a way to celebrate a 50th anniversary of a class; to do something as meaningful as this is becoming. When I say I am humble I really mean it, but it doesn't mean that I won't have some things to say.

I really believe that good things can come out of relatively insignificant incidents that cause a great deal of trauma, yet eventually will be footnotes in the longer reach of history. This morning's newspaper reports on a statewide poll showing that less than 30 percent of the people could remember the name of the president who was involved in all the difficulty that was supposed to be churning the entire state. Another survey shows that about 99 percent of the people of the state strongly support the University. So I say, out of *relatively* (I don't mean to minimize) insignificant incidents may come attention to the University and fundamental challenges that can improve the University and its activities for the next generation.

It's also important to keep a sense of perspective. In connection with the meeting of our Regent Candidate Advisory Council recently, we had a student before us who had been a student for five years. I believe this matter of Eastcliff and the reserve fund didn't affect students very much so I asked him to tell me about his own experience the last five years. "Are you better off than you were five years ago? Is it easier to register than it was five years ago? Is it easier to find a place to park? Is the quality of faculty as good or better? How has it been for you during these five years?" You know what he said? "Everything is better." I want to put all of what's happening in that perspective.

This is a strong, fine institution. It's important to recognize where there are weaknesses, but if I were to give a theme to John Turner's talk this morning it is simply this: you don't achieve excellence by buying in the bargain basement. The idea that somehow we can achieve excellence by not spending more money ought to be dispelled forcefully. If we want to have excellence, it's going to cost more money. And we should be as proud to spend it as the generations before us were proud to build this great University for this state. This is our tradition.

When I drive by the Capitol I just marvel at the generation of 1905. They had enough vision of what they wanted the state to be that when they built the State Capitol, look what they built—still today a marvel of architectural excellence, yet a huge investment at the time. They weren't thinking of what they were going to get themselves, they were thinking of what they could give to build a great state. Similarly, all through our state people built fine school buildings in towns where those same people would go home and have to use an outhouse in the back yard. They built modern school buildings so their children could have a better opportunity than they had. I think we need to be inspired a little by the great heritage we have had, and by the sacrifices that

people have made. We should recognize the greatness of what we have inherited; and the opportunity, of course, to go on from here.

I thought I'd begin by giving a little perspective with some history. We think of the University as having been founded by the legislative assembly of the territory, and it was. When Wisconsin became a state in 1849, Minnesota and what is now the Dakotas became the Minnesota Territory. James Goodhue put a press on a flat boat and came up the river knowing that there would be something there to print since there was a legislative assembly. The assembly met in 1849 and 1850 and two of the very significant actions of that first session were to establish the University of Minnesota and the Minnesota Historical Society. The University was given certain powers and independence and that's where the autonomy of the University comes from, because when Minnesota became a state in 1858 and established its constitution, all of the rights, privileges, and powers assigned to the University by the territorial assembly were perpetuated in that constitution. That gave the University its precious autonomy.

That first University of Minnesota was really, in terms of level of education, an academy. John Pillsbury, who was a hardware merchant in southeast Minneapolis (and who may not have been motivated completely by educational considerations) decided that the University should be improved. So it was that in 1870 it was revived as a university and the first president of the University as a university, William Watts Folwell, was recruited. It would be a wonderful part of the literature of this symposium to print up and circulate William Watts Folwell's first inaugural address, in which he described his vision of what this University could become. His vision has not been fully realized, even today. It's a magnificent speech and, you know, was given before about thirteen faculty members and twenty students. The only good thing about that is the student/faculty ratio. He, literally, gave this magnificent, soaring oration of what a university could be before this tiny constituency.

The first graduating class a year or two later had two graduates. That was the beginning, 1870—and that isn't all that long ago. Think what has happened since. The main thing that has occupied my mind a good deal of the time all through this recent turmoil is the importance of keeping things in perspective. Unfortunate things that happen should be addressed and should be corrected, but the idea that somehow the University of Minnesota is going down the drain is wrong. This is a powerful, marvelous institution of incredible resources: faculty, students, and staff. We must not forget that while we work on what are ripples on the surface rather than fundamental decay.

I thought I'd also say a word about Eastcliff. I was on the Board of Regents when Malcolm Moos was president. We talked to Malcolm and said, "Look, we've got to do something about Eastcliff. It's been going down hill now for years, and it is just going to decay and fall apart. It's a big old house and it needs attention." So we thought we should at least look at repairing it. We appointed a committee, made studies, had architects, and went to him with a proposal of how much money it would really take to repair Eastcliff. It was pretty expensive. He said, "My gosh, we don't want to do this. You know this is a period of student protest and activities and the public is kind of unhappy with the students and maybe how we're dealing with them. I don't want to be spending a lot of money on Eastcliff while all this is going on." So we set it aside.

Later I was still on the Board of Regents and also its chair, when Peter McGrath became president. I said, "Peter, one of the things you inherit is a decaying house that really needs serious attention to preserve it." So we went through the same exercise again. When we brought the report to him it was for substantially more money. Peter said, "My gosh, you know what's going on in the legislature, on our funding, we're being cut back, the appropriations are already made. We're talking about faculty salary increases of 1 or 2 percent that don't even keep up with the cost-of-living increase. There's no way that I want to be involved in spending a whole bunch of money on Eastcliff. So please forget it." So once again it was forgotten.

I mention this to say that Eastcliff, whatever it cost, was an accumulation of at least twenty years of constant decay and constant need that I knew about.

As I mentioned earlier, I am privileged to serve on the Regent Candidate Advisory Council. I give the title carefully because we're concerned about our relationship with the legislature. This started about three years ago through a committee of the University Alumni Association with the idea that there ought to be a better way of selecting regents (with no reflection on present regents). The concern was with the process—which had become largely a matter of self-appointment and political preference. Anybody who wanted to be a regent could announce it and then go over to the legislature to report political activity and connections, buttonhole legislators, and campaign to get to be elected a regent. That's been the process in recent years.

There was a time, back when I was in the Senate, I remember very well that the worst thing a person could do who wanted to become a regent was to lobby the legislature on his or her own behalf. I won't go into all the details, but the idea that there has to be political preference just wasn't true then. I can cite examples when a Republican-dominated legislature elected a DFL regent to the Board of Regents. That example would be Neil Sherburne. I can also cite an example where a Republican was elected from a district by a predominantly DFL legislative group—I was an example of that. I do think it important that when people, whatever their political background, are elected to the Board of Regents, they become inactive politically. I had very strong feelings about this issue myself with my political background and being identified as a Republican, and I participated politically in what I thought was the most that a person ought to do. From the time I became a regent I did not attend a precinct caucus, a county convention, or a state convention of the Republican Party. I felt that I should shut all that off and in my role as regent I cultivated friendships with Democrats like Wendell Anderson and, more recently, Rudy Perpich. I think when a person becomes a regent, just as they have to set aside many of their other personal activities in order to have time to be a regent, they ought to set aside their political activity, because a regent should be non-partisan. Political preference shouldn't really be an issue. Yesterday at a meeting of our Regent Candidate Advisory Council we decided that people who want to be considered for regent should not be asked their political affiliation.

I think you would all be thrilled if you had heard, as I have heard, legislators, one after another, come before our Regent Candidate Advisory Council and express their concern for the University and their appreciation of the fact that it is the fountainhead of post-secondary education in our state. You would have heard their earnest desire to be helpful and cooperative. Some of the ways that they want to help, I think, are less desirable than some others, but I don't think there is any question of their concern. If all of this interest is properly guided, enormous good can come out of it for the future of the University.

The concern expressed by legislators suggests that maybe we have one important deficiency. In the early days when agriculture loomed so big and the number of people in our state in agriculture was so large a proportion of the population, the county extension agent and the extension service (which are really arms of the University) were part of an incredible public relations network for the University. To a great degree it isn't that way anymore, and the agricultural community isn't that big anymore so some of that public relations strength has been lost.

When I was on the Board of Regents I tried to see to it that the University became the state's public radio center and tried to get Bill Kling and some of our own University station people together to have a public radio network in the state that would be headquartered here at the University; it didn't work. If you know the history of public television in Minnesota, you know that at one time it was supposed to be attached to the University and the colleges, but that all fell apart and it is now quite a different operation, and a very fine one. It's hardly what would be called educational television in the strictest sense, though there is much wonderful programming as you well know. Maybe there is an opportunity now through cable television to get a state-wide communication network established that could help the University get its message out across the state.

It very much needed to be brought out this morning how important it is to communicate to all the people of the state who feel a

kinship with the University. They feel it, but every once in a while it's put under some strain. For instance, just take the interest in athletics—it's a huge public. I remember once asking President Morrill if it wouldn't be simpler for him and better for the University if we dropped all Big 10 athletics and just had intramural athletics. "Oh," he said, "Elmer, there isn't a college president in the country who wouldn't love that kind of an idea." But let me tell you there is no college in the country (though I guess the University of Chicago did) that is willing to suggest that kind of intercollegiate change. Athletic program success is an essential ingredient in the general health of the University of Minnesota, and particularly in its fund development. Maybe that isn't the way it ought to be, but that's the way it is.

That leads naturally to the subject I was assigned to talk about rather briefly. Who are the publics of the University? The question almost answers itself. In our own state I suspect there isn't a family that is not touched in one way or another by an activity of the University. Of course, education would be a major way that many families would be reached. But think of the families that are reached by our health care programs. I was so thrilled when the first heart transplant took place down in South Africa by a fellow named Dr. Christian Barnaard, to learn that he had studied at the University of Minnesota. This is where he learned his skills. One can think of other publics: the scientific public, the agricultural public, the educational public, the public service public that this University serves. John Turner's view may be that there are too many publics served by the University. Every part of Minnesota is a part of the publics of this University.

I also wanted to emphasize that the publics of the University of Minnesota spread far beyond the state. I've long mentioned to groups and others that this isn't a university just for Minnesota. This is one of the *great* research universities of our country. You could almost take any part of our country and find people relating to this University. Indeed, you can go beyond that. Few universities in this country have provided haven and education for so many international students as has the University of Minnesota. I remember when Karl Rowan was traveling around the world and used to report constantly of coming upon graduates of the University of Minnesota in key roles in many other countries.

At the same time, what's been going on in industry? Industries that used to aspire to the state market now aspire to national markets. Some have become multi-national companies. They've gone into other countries and had joint ventures or purchased businesses, or started new businesses and have networks of one company operating all over the world. Maybe the University of Minnesota has not expanded its international horizons as much as it should given what is happening in other parts of society. That, I think, suggests a challenge for the University of Minnesota. We have a background of expertise. I know about projects in Morocco and the wonderful work done in wheat in Mexico. We've had projects in many places around the world, but we haven't really had a *presence*. I don't know why there could not be mergers going on between colleges and universities in other parts of the world. Think what influence that could have on leavening people's thinking and developing a sense of oneness about the world where we could think about students in Africa, or India, or anywhere else, just like students here. Why don't we just reach out and become a world university. That is what is going to be needed in this world to bring people together, to bring institutions together so we don't think of something as being just in Minnesota, or just in the United States.

The fact is there are planes ready for construction now that are going to be flying to Tokyo in 2 1/2 hours. Can you believe that within relatively few years people will be leaving here in the morning, flying nonstop to Tokyo to attend a noon meeting, and flying home in the afternoon for dinner. It is going to happen and very soon.

I think all this gives us an opportunity not to get completely buried in today's problems. (And I again emphasize that there are matters that need attention.) But we do need to lift our thinking about what this University really can be. I saw it in the field of hunger. Do you know that we have all the resources in Minnesota to eliminate hunger from this world, not by doing it all, but by providing the

leadership to get it done. For example, where are there any farm producers in the world more productive than here in Minnesota? Nowhere. Think of the biggest firms you know in the food processing business. Many of them are based in Minnesota. Think of marketing; agricultural marketing. Where are some of the biggest operators in the whole world? One of them, Cargill, is right here. So if you take production, research, processing, and marketing, we have all the elements of agriculture and food production that relate to hunger right here in Minnesota.

If there is one thing that people need sometimes, I think, it is to get out of the slough of despondency by lifting our thinking and imagining what we can achieve and then working toward those goals. I think it's absolutely incredible what this University can be; the impact it can have; the network it can have around the world. This puts the fence around Eastcliff and what it cost in a little different perspective.

I felt thankful hearing Jim Nobles yesterday before our committee and hearing him again today, that a person of his capacity, his integrity, his skill, and his dedication, is in a position of leadership. And I wouldn't fear any investigation of anything that anyone wants to make of this great University. It can be better. The legislature can help us make it better. But it isn't going to be at no cost.

Thank you very much.

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